

JANUARY 1960

Camping Magazine



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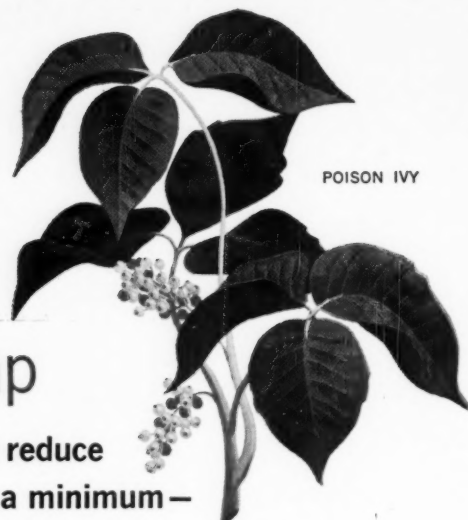
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Camping Magazine

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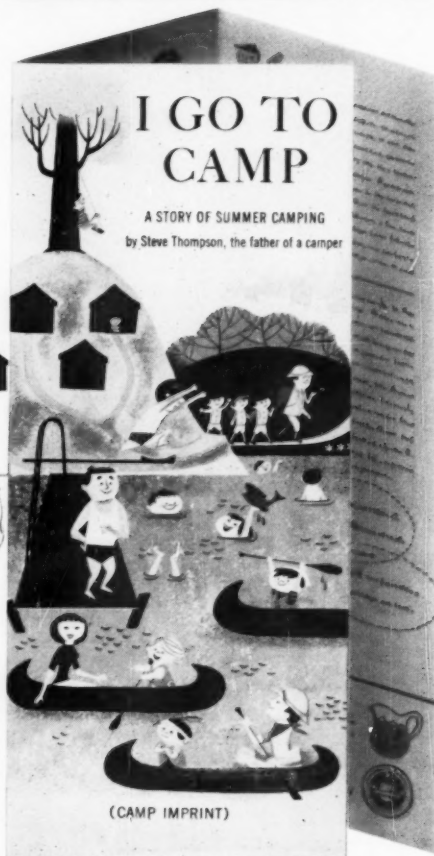
As an ACA member you can share in this big camping promotion. Kool-Aid has prepared a colorful 6-page booklet on the benefits of camping which you can use in mailings to prospective campers. It is available free, in quantity, and can be imprinted with your camp's name. This involves no indorsement on your part.

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By Agnes C. Foley, Cornell University Extension Service, Ithaca, N. Y.

This 1959 revision of Food Marketing Leaflet 10 has been made available without charge to any national camping organization in reasonable quantities. Orders should be sent to: Mailing Room, Dept. of Extension Teaching and Information, Stone Hall, Cornell University, Ithaca, N. Y.

The bulletin is planned to help you with the wise selection of food for camp. It starts with a review of the basic daily food needs and pro-

ceeds through menu planning and marketing information. Some quantity recipes and food preparation hints are given.

Developing Camp Sites and Facilities

Association Press, 291 Broadway, New York 7, \$3.50.

To be published this month, this handbook is mainly the result of work done at the First National Consultation of YMCA Camping by seven study committees.

It was developed to assist those responsible for planning and developing camps. Chapters cover: Procedures in Developing a Camp Project or Services; Layout of Camp Property; Living Quarters for Campers and Staff; Program Facilities; Kitchen Layout; Waterfront Layout and Fa-

cilities; Layouts and Practices for Health, Sanitation; Maintenance.

The handbook employs a check list method so that readers can keep a record of their study and procedure at their own camps.

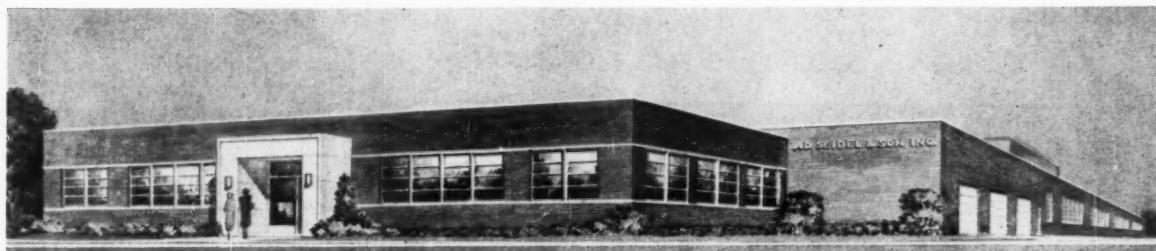
The book's purpose is to serve as a guide, to show good procedure, to share the experience of other camp operators, and to relate procedures to local conditions.

The Survival Book

By Nesbitt, Pond and Allen, D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N. J., \$7.50.

Here is a manual covering survival under all conceivable climatic conditions. Opening chapters discuss man's physical make-up and survival needs. Succeeding ones cover specific climates and rescue facilities.

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Camping Magazine

LETTERS FROM READERS

Ideas Worth Sharing

Many program and administrative ideas are worth sharing and can be expressed in short paragraphs. Would it be feasible for CM to run a "Share the Idea" column, serving as a clearing house for such material?

Many camp programs are "project centered." Might a "Project of the Month" series be feasible, emphasizing possible nature craft projects?

Do readers know of any Sections regularly or irregularly publishing camping program materials?

Dr. F. Gordon
Camp Adventure
Minneapolis, Minn.

CM's editors feel that a "Share the Idea" column is a good idea. We hope our readers will send in ideas for it, and other suggestions.

Kitchen Posters

Here is my answer for Joshua Lieberman's problem of kitchen posters: (see *Camping Magazine*, Nov. 1959, p. 3.)

The Supt. of Documents, Government Printing Office, Washington 25, D. C., offers numerous colorful posters at low prices (mostly 5¢ to 25¢ each) in its free catalog of posters #PL 81. The Basic Seven Chart (10¢ each) is especially attractive and informative (No. A77.707:F87.)

Jim Walker
Decatur, Ill.

Styro-Foam Docks?

I have been seeking to learn of any camps that started using Styro-Foam for their regular dock lay-outs. If any camps have started to use Styro-Foam docks, I would appreciate hearing from them with reports on their experience. Since the use of Styro-Foam for waterfront equipment is so new, there is apparently very little experience recorded. I would appreciate help on this.

Joseph Kruger, Director
Camp Mah-Kee-Nac
Lenox, Mass.

CM has contacted manufacturers for information on this. Perhaps camp directors who have installed Styro-Foam docks will write in, telling of their experience.—Ed.

50 Year Membership

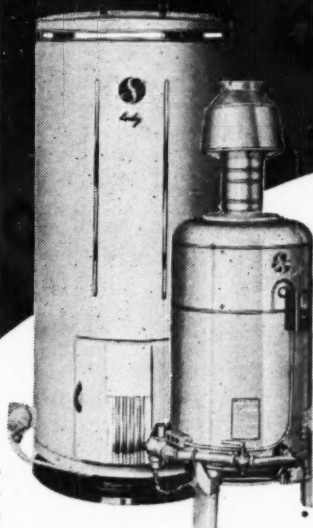
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JANUARY 1960

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appear that Camp Wigwam and ACA were born the same year.

I wonder if there are any others beside myself whose active membership in ACA extends over the last 50 consecutive years. In fact, I should like ever so much to learn of our members who are now and have been active camp directors continuously during the last half-century. It would be nice to invite them to a get-together meeting of the oldest old-timers as part of our 50th Anniversary program at Camp Wigwam this coming summer.

Arnold M. Lehman
 Camp Wigwam
 Harrison, Me.



Use of Copper Sulfate

I have reviewed the "Handbook of Camp Maintenance" by Alan A. Nathans and published by Association Press . . . One statement could be dangerous if followed literally. That is a recommendation to use copper sulfate in water lines. I have corresponded with the publisher and the author and find that the intention was to recommend the use of this poison only in the sewerage system. But the inference in the text is that it be used in the water system. While it is not likely that one of our camp directors would follow these directions, the possibility of danger is nonetheless there, so they should be warned against it.

When water lines that have been drained and disconnected are put back into service in the spring, it is good practice to disinfect them with a chlorine solution. The use of copper sulfate (blue vitriol) in sewerage lines is not recommended. It is, however, quite effective in controlling algae in lakes and ponds, but even there, it needs to be used under carefully controlled conditions.

The book also recommends use of chemicals in septic tank systems. This practice is not recommended, as the resulting effluent may severely damage the soil structure and cause accelerated clogging, even though some temporary relief may be obtained. Cleaning septic tanks when necessary, or increasing their capacity or that of ultimate drainage facilities, are the only effective remedies when systems do not function properly.

Julian Salomon, Director
 Planning and Construction Sec.
 Camping Division
 Girl Scouts of the USA

Yogi Bear says—

**“A neat treat—all ready to eat—
puts more scamper in the camper”**



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They're America's favorite cereals—the ones the kids like best and eat most of at home.

From the good grain nourishment in Kellogg's cereals kids receive the energy they need to get the most out of camp life.

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(14,000,000 kids watch Yogi Bear for Kellogg's on the Huckleberry Hound TV show each week.)

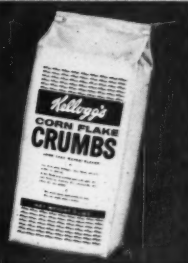
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TOMORROW'S CHILDREN

Camping's Golden Challenge

Part III

What Will They Be Like?

Camping Magazine's series, "Tomorrow's Children — Camping's Golden Challenge," has discussed in the November and December issues the questions camping faces in finding future campsites and in determining the kind of camps children should have. This part of our series marking ACA's 50th Anniversary examines perhaps the most basic and complex question of all — the children.

What will tomorrow's children be like? We hear reports on one hand that they will be physically stronger, taller and healthier. Then we hear that our over-civilized living is causing our youth to be less physically fit. We read, in an Associated Press report from Washington, D. C. on Nov. 8, 1959, that, "Children from nine to twelve years

of age show greater nervousness and have more fears, anxieties and worries these days than in other years."

Our educators report that youngsters are seeking first security and hesitate to experiment and to adventure. According to many, our present society exerts great pressure upon its members to conform to patterns designed to fit the average man.

Erma Meyerson examines some of these trends and their significance to camping. Fred Rogers, in this month's After Taps column also discusses camping's role in working with young people.

Part IV, in the February issue, will discuss ACA's contributions to Tomorrow's Children.

By Erma T. Meyerson
*Assoc. Professor, Graduate School of
Social Work, Univ. of Pittsburgh*

THERE ARE those who believe tomorrow's children will be beset with problems our present generation cannot even visualize. The prophets of gloom throw up their hands and warn us that our world is irrevocably headed down the road to total destruction. We are told it is only a matter of time until atomic warfare reduces us all to a completely brutalized, unrecognizable species of mankind and there is little or no point in vainglorious attempts to analyze the present or plan for the future.

It is more dramatic to predict gloom and destruction. However, all of us are committed, by virtue of the fact we are engaged in camping and working with young people, to identify those things which hold a promise for a secure future. An inherent part of our job is the acceptance of responsibility for the future. We are attempting to contribute to each camper's personality growth so he will be better equipped to cope with the adult world in which he eventually must live. Our goals are described in phrases such as "character building,"

"personality growth" and "developing leadership." It is ludicrous to assume that we can design programs and plan activities which actually do this without first asking: "Character for what? . . . Leadership to do what kinds of things? . . . And in what kind of a world?"

Either we abandon our job or we must take a calculated risk and use future predictions as the basis for constructive planning. We must exert considerable time and effort to gain an understanding of the significant trends in our society today. These will determine, at least in part, the nature of tomorrow's child and the world in which he will live.

The current American scene is characterized by a rate of social change that makes us spin with its velocity. Most of us live and adapt to the day-to-day ramifications of these broad changes with only minimal thought for the long-range future. In camping a good deal of our attention is directed to present and immediate demands. As we move from a food budget to installation of a septic tank and then to preparation of a flyer for parents, we may easily become submerged in a sea of daily minutiae



—Herald Tribune Fresh Air Fund.

In the camp setting, a child should have the opportunity to live and learn with people who are "different."

and have little time or energy left over for a concern about something as elusive as social trends and predictions. How, then, may we devote ourselves to intelligent planning for future needs of our campers?

The assumption that we can or should adopt the role of a social philosopher is neither realistic nor desirable. Fortunately, we are not called upon to pioneer in making predictions about the future world and its inhabitants. Trained observers already have ferreted out and analyzed a pattern in current social phenomena. They have studied the influence current trends may have upon the character and makeup of our people. The findings of these social scientists are available to us and will prove highly useful in thinking about the future direction of the camping movement.

Several fields, with objectives closely allied to camping's, are engaged in consideration of the implications overall social trends have for their specific settings. A number of our own colleagues also are doing this kind of practical thinking. They, along with educators and youth workers, are carrying out exciting, new experiments which question whether today's philosophy and methods will prove adequate as preparation for living in tomorrow's world.

As one examines the social trends in America today, a somewhat frightening picture emerges. At first glance, what is taking place in urban development, industry or elementary education may seem unrelated. However, when considered together, these changes in our society prove similar. They have the same effect upon the personalities of the people involved. Whether we look at the content of mass communication, the growth of suburbs or the increase in commercial recreation, we see that each and all of these trends carry the same influence. They all exert a pressure upon people to conform, to regiment, and to accept stereotyped ideas with a resultant lessening of the value placed on the individual.

The impact of a concerted social pressure toward conformity can be better understood if we look at specific, illustrative social trends and examine their influence upon personality. I have selected population growth and the suburban movement for more intensive consideration, although I might just as readily have chosen commercial recreation, the new emphasis on science, or a variety of other social phenomena.

Any of the recent social trends have been so publicized that one has an easy familiarity with much that has been said and written about them. It comes as no news to us that population has soared. As camping people, we have had practice in applying statistical predictions through our anticipation of increased camp enrollments. However, the

implications of this trend are far greater than a simple problem in arithmetic.

An increase in camp capacity through addition of cabins and beds is only a meager beginning. If we explore further into the meaning of population growth in our country, we see it has necessitated a change in education methods. In some classrooms, John Dewey has had to bow out in favor of closed circuit television. Of necessity, we shall witness an increased amount of regimentation in public education. Many school systems are making a conscientious effort to separate the gifted or the slow child from the group, with the intent of specializing his education. But, the majority of children fall within the range of "normal," for whom little individualization has been planned.

Overall education will be geared, we are told, to the most effective means of providing more knowledge to more students in a shorter period of time. Optimistically, these objectives will meet the demands of a society in a survival race with a stiff competitor. However, in so doing there will be a diminished emphasis on the needs of the so-called average child. This leaves a gap in the life experience of a great many of our growing children which can be ignored only at great social cost. The fate of being reduced to a number among many, all with a production demand measured through achievement tests, has the effect of de-personalizing the student. He can no longer value himself as an individual except as he can meet an arbitrary standard set by others. He is robbed of an appreciation of his uniqueness and a sense of his personal worth. If schools can no longer afford to concern themselves with the personality development and individual enrichment of each child, other institutions, directly affecting growing youngsters, must take up the slack.

We see the same sort of influence on personality operating when we turn our attention to what seems to be a very different development in our society—the growth of suburban communities. The rapid spread of this relatively new pattern of living is currently a common subject for both the most profound sociological dissertations and popular novels and movies. We have read of the difficulties of urban living and understand how people are forced to move, seeking an escape from aerial impurities, congestion, crime and tension. Unhappily, the escape route has created problems that may be more subtle but are equally as devastating as those from which they fled.

A careful look at these new residential developments shows that they follow a pattern. Many of our suburbs are the product of a real-estate effort to promote tract homes. Consequently, around the periphery of a modern city we see a scattering of settlements, each with a number of homes varying only in superficial details and standing on meagerly landscaped uniform-sized lots. The pretense at individuality is thin and no one really doubts that they are designed for people who want the same things because they have like tastes, similar incomes and families that fall into the same general age and size categories. All too often the occupants also have a common religious and racial background. This assures almost everyone concerned that their children will grow up in a clean, healthy atmosphere uncontaminated by either physical hazards or the psychological threat of encountering something different.

I do not mean to imply that such a state of affairs consciously is sought out by all or even most people who move to suburbs. But the result of living among a homogeneous group in which all members have similar values and practice the same code of behavior is that their children see little else and have a very limited choice in the models after which they pattern themselves.

One way emerges as the right way and the individual who deviates is labeled peculiar, if not wrong. Thus again we see a social climate that discourages a child from exploring many ideas and testing different values. "Getting along" or "adjusting" is the primary group goal and the individual who moves fastest is the one who follows the established road.

Conformity and compliance is the keynote of our times. Most trends in our society are moving in a direction which encourages the submergence of individuality and a loss of a sense of personal identity. The future shadow is all too clear; as a nation we stand to gain from the efficiency and exactitude of regimentation but as a people we will suffer an equivalent loss in the spontaneity and creativity of the individual.

As camping people dedicated to youth work, we must ask: "What about the child who will be the product of this social environment? How can we best contribute to



—Herald Tribune Fresh Air Fund.

As society encourages conformity, counselors should give campers the chance to display their individual worth.

his healthy emotional growth?" One personality factor remains relatively constant throughout life—the universal need for a sense of personal worth. Regardless of what sort of brave, new world people find themselves inhabiting, humans will continue to strive for experiences that allow them to achieve a sense of accomplishment, to be secure in the feeling that they possess unique qualities which make them capable of contributing in their own fashion. We are witnessing the growth of a social climate in which the individual has less support and fewer avenues open for establishing himself as a person. Experiences in school, on the playground and in front of the TV screen will become increasingly more limiting in terms of the possibilities they offer the child to explore his interests and develop his creative impulses. If this is so, the child who comes to us from a mass-focused society will have a far greater need for self-fulfillment.

The camp director confronted with this situation will, I hope, always have a choice in how he meets it. He may elect to move with the times and organize his camp in a way that allows him to serve greater numbers through increased capacity and emphasis upon mass activities. It will not be too difficult for him to determine the prevailing values in the society and act accordingly. The camp program can offer all children an opportunity to perfect, within their limits, those skills which their social group has said are important.

There are obvious rewards in this approach. The conforming parent may have a real appreciation for the

camp that reinforces his efforts in child-raising and may be deeply grateful that Johnny comes home a better golfer and has learned the rudiments of social dancing.

But the camp is called upon to serve another function; while one ear remains open to the demands of current social values, the other must be attuned to the need for enriching life and encouraging new ideas.

There is a second choice. The camp director can consider his responsibility as something beyond the immediate demands of society. He may feel that camp program must provide compensation for lessening of individual stimulation in other social and educational institutions.

A creative camp can meet this demand by holding fast to its policy of small group activity and use of an individual approach. We need not be unduly impressed by numbers; camper-counselor ratios can be set to allow the needs of the individual child to determine programming.

Activities which require team participation or the development of social skills will continue to have value and a place in camp program, but they must be carefully balanced by an informal approach offering the choice of a variety of more individually-oriented activities. When we help one child find satisfaction through serving as the camp news announcer, another to gain status through dissecting a snake and a third to shine in writing a skit for campfire night, we counteract the effects of a social pressure which demands that all strive to be proficient in the same areas. When we have a staff that recognizes the importance to a child of an adult who will sit and talk with him about how he can pursue his interest in clay-modeling, we mitigate against his being lost in the crowd. With imaginative leadership, seeds can be planted which may carry over and grow into a meaningful life experience.

All of this may seem an overwhelming task. There is always the danger that a person engaged in an active, demanding field such as camping will get lost while evolving a philosophy that extends into the future. We all know camp directors who can recite high-sounding goals while continuing to operate a camp that is utterly lacking in creativeness.

The job of designing for the future must be rooted in the present. Changing or altering camp programs to better meet anticipated needs is a process we begin where we are and move to where we ultimately hope to go. There are no crash programs for educating camp staffs.

Ideas and methods must be introduced slowly. To commit a camp staff to a highly individualized approach means to train, to demonstrate and to supervise in the all-important "how." It implies painstaking trial and error, slow growth of counselor skills and development of a general critical attitude that leads to self-improvement.

This is a challenge to camp directors that goes considerably beyond philosophical musing. It is a challenge that is threatening and, at times, seems almost too demanding, but it is based on stark reality. We have said we are in business to contribute to the development of young people. The world of tomorrow promises to be an exacting one and those institutions, including summer camps, which profess to help in preparing youth to meet these demands must measure up or they will fail to make any meaningful contribution to the social scene.

PART IV OF "TOMORROW'S CHILDREN— CAMPING'S GOLDEN CHALLENGE"

will appear next month.

Have You Tried "Spelunking"?

By John Seeger
Director, Camp Killooleet

FOR A NUMBER of summers now, several counselors at our camp plus many of the boys and girls have become interested in exploring caves, or "spelunking." There are not many caves in Vermont, and none are large. However, searching for their small entrances lost in the woods high up on the sides of hills and then exploring them carefully became a focus for many of our hikes and overnights. Campers started a "caving club" to do the initial underground exploring. They blazed trails to the entrances, wrote descriptions, photographed, and learned about limestone formations, geology and hydrography.

As camp director, I was enthusiastic and drove several trips each season to oversee techniques, judgement and safety precautions used. I was particularly delighted that boys who shied away from physical aggression or were not good at competitive games proved their daring here. They coped with the dark, holes that had to be squirmed through and fear of rock collapse.

Cliff-climbing and rope techniques had to be studied and used. Knots had to be learned and used. The outings also led to examinations of insect life, rock temperature, air, groundwater, processes of erosion, fossils, qualities of stone and bats. In addition, there was the feeling of comradeship that adventurers have developed. Each camper admired himself and each of the others for the way a challenge had been met.

With the assistance of the National Speleological Society's literature and professional suggestions, we developed a disciplined and relaxed routing in entering caves. Caves are dangerous. Loosely piled rocks, slippery slopes, drops, confusion in passages, possibility of becoming wedged in, panicking, dead air, flooding, not to mention tetanus, rabid bats, had to be considered. One never takes a chance in a cave any more than one does



when camping in the wilderness. We worked out the following rules:

The camp was informed what caves were to be explored and told planned time of return.

Permission to explore the cave was obtained from the owner of the property.

Hard hats, old warm clothing and tough hiking shoes were worn by all.

Each individual carried his own two sources of light—and candles and matches.

An exploring group was best at a half dozen people; later groups could be a dozen or more.

Voices were kept low. Messages were repeated up and down the line.

The counselor always led. Another experienced camper brought up the rear.

Side trips had to be okayed, buddies assigned. Report was waited for by all.

In repelling, prussiking, even chimneying any height, a safety rope was belayed.

In free rock-climbing, three points of contact with rock were always kept. This means only one foot or hand groped for a new hold at a time.

Nothing was taken from the cave,

and nothing left in it. If possible, it was left in better shape than found, like a campsite.

The owner was thanked when all were safely out.

The leader of the trip further saw that he took with him certain equipment, much of which was left at the cave entrance for emergency use. It included:

All available directions to find the cave.

A topographical map and, if possible, a geological map and detailed highway map.

Nylon safety rope ($\frac{3}{8}$ -inch) and manila climbing rope ($\frac{5}{8}$ -inch) are good for two seasons.

Candles and matches for all.

Shovel, geology hammer, thermometer, compass.

Measuring string (knotted at yard intervals,) pencils and paper for mapping.

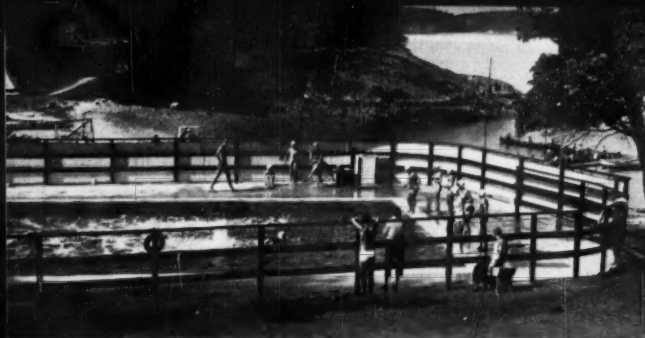
A squirt can to blaze trail with paint.

First Aid Kit and blanket.

Lunch.

Gradually we learned of more and more caves. We talked to old farmers about caves. Old gazetteers, old inhabitants and kids who lived in the area were helpful. We found that the National Speleological Society (Mrs. Dorothy E. Kincaid, 203 Virginia Hills Ave., Alexandria, Va.) would supply us with descriptions of all caves they knew of in the locality. They put us in touch with local caving groups and individuals.

Our group adopted the name of Killooleet Independent Speleological Society (KISS.) We assembled all our findings with pictures, maps, directions to find, plus accounts we thought reliable about another 30 caves in the state. The camp published this information as "Caves in Vermont"—the first authoritative survey of its kind in our state. To date we have sold almost enough copies to repay our investment and we have passed along our excitement in adventuring on a new frontier to many.



—The Henderson Camps, Lopez, Wash.

Teaching Advantages

Offered by Swimming Pools

By Bob Baird

Paddock of Texas Inc.

IN MANY CAMPS the "ol' swimmin' hole" is being replaced or supplemented by the modern swimming pool. There are many reasons for this swing from natural to man-made water facilities. To begin with, filtered and chemically treated pool water is often far more healthful. Its purity can exceed that of drinking water. In addition water temperature can be evenly controlled to assure head to toe comfort of swimmers. Pool water is perfectly clear and bathers can be easily observed beneath the surface. Last but not least, rescue of a swimmer in distress can be made by a lifeguard from the closest side of the pool.

Teaching swimming skills can be considerably easier in a pool. Uniform depth and firm footing help to eliminate beginners' fear of the water. The pool sides offer security of dry land only an arm's length away from chin deep uneasiness. The clear filtered water builds beginners' confidence and makes it easier for both students and instructor to observe performance of their first uneven attempts. Wall gutters double as hand holds for practicing kicking and leg movements. In newer pools, where gutters have been replaced by surface skimmers, overhanging coping or hand rails fulfill this need.

Teaching advantages of a pool mount as beginners progress to intermediate and advanced skills. In developing rhythm in more complicated swimming styles, the pool walls, hand holds and water clarity become increasingly more important for practice and observation. Windows beneath the surface can improve instruction and assure safe observation of under-water swimming.

When it comes to diving, a pool

offers safety insurance against under-water objects, including other swimmers. Any instructor will agree that the execution of a dive is only a part of perfection and that recovery from the dive is equally important. This can be easily observed in clear pool water.

When teaching life saving techniques, a pool's clear water permits the instructor to give his pool-side class a bird's eye view of how to handle a drowning victim under water that words alone could not describe.

The real advantage of a swimming pool is not, of course, solely in these distinct features it affords, but in how you use them to best advantage.

If you plan to teach more than one group at a time, it is advisable to segregate the different activities. Naturally, beginners will be in the shallowest end of the pool making use of the end wall and perhaps several feet of side walls. This group would occupy the full width of the pool and approximately 75% of the three foot depth area. The shallow water will reduce the beginner's fears about submerging his face in the water. Simple push offs from the wall in this three foot depth will be accomplished with much less nervousness. Use a swim line with several floats stretched across the pool to divide beginners from more advanced swimming students.

The next group will be mastering the use of their feet. They will probably be kicking up a considerable amount of water. It is often advisable to use two swim lines dividing this group from the beginners to prevent excessive splashing from entering the beginners' area. Remember, brand new swimmers are not particularly fond of the water. Allow about four to five feet of unused water between the two groups. This would put the "kickers" in water ranging from four

to five feet deep. The deep end of the pool can be used simultaneously for an advanced class, but not diving.

It is recommended that diving classes be held independently of other teaching exercises. Diving distracts other students. In addition, diving requires a certain amount of concentration that would be practically impossible with other group activity in the pool. The same is true of life saving, which demands considerable verbal instruction along with demonstrations.

One way to fit these singular teaching sessions into a busy pool schedule is during regular maintenance operations. For example, a diving class may be held while routine vacuuming and cleaning is being performed in the shallow end. A life saving class can meet at the shallow end as the maintenance man moves into deep water.

Many swimming instructors agree that pool water temperature, when maintained at 78 degrees, is much more conducive to swimming. The student, being more comfortable, is considerably more attentive and learns more readily. Of course, heating pool water is an additional expense and can be an appreciable maintenance cost increase for large pools. However, if faster results are what you want then this is one way your pool can pay dividends. Another advantage afforded by heated water is extended daily and seasonal use of the pool.

At the chance of being repetitious, we will mention pure, crystal-clear water once more. Exploit the observation advantages it affords by enabling your instructors to view incorrect underwater movements. This feature alone will expedite your training program, add to the over-all safety of swimmers and eliminate the subconscious fear of the beginner as to what lies beneath.

APPLICATION FOR CAMP COUNSELING POSITION			
Name _____	Present Address _____		
Home Address _____	Age _____	Ht. _____	Wt. _____
CHECK SKILLS			
() Swimming	() Riflery	() Horsemanship	() Tennis
() Indian Lore	() Handicraft	() Singing	() Golf
() Athletics	() Trail Camping	() Photography	() Astronomy
() Archery	() Woodcraft	() Nature Lore	() Dramatics
What Musical Instrument do you play? _____			
Previous Camp experience _____			
Salary desired for season of 8 weeks _____ When available for Camp _____			

Colorful Posters Aid Counselor Recruitment

ONE OF THE BEST sources for camp counselors is the many colleges and universities who are busy training young people for careers in teaching and recreation leadership. Many of these college students are eager for camp jobs but the information on available counseling positions does not seem to reach them. Letters, pamphlets and notices sometimes get buried in a "Summer Jobs" folder or are lost on an overcrowded bulletin board.

Merrill Durdan, director of Camp Conrad Weiser, YMCA Camp of Reading, Pa., uses an attractive poster for college bulletin boards. The four-color picture, pleasing layout, brief but "selling" copy are all planned to catch the attention of busy college students.

The four-color picture is printed separately and mounted on the poster. Printing is in a deep brown; paper, a heavy card stock, is white.

Attached reply cards, printed in brown on light tan, are postage-paid and addressed to the camp. Students interested in counseling jobs check their various skills. The cards are tucked into a pocket made by folding up 2" of the bottom of the poster and stapling it. Extra cards are supplied to the college placement office.

Mr. Durdan reports that this poster has been successful in bringing many job applicants to his attention.

CAMP COUNSELING POSITIONS CAMP CONRAD WEISER

Splendid Opportunities for College Men Interested in Leadership Training and Work with Boys



CAMP CONRAD WEISER is owned and operated by the Y.M.C.A. of Reading, Pa. The Camp is located on South Mountain in Wernersville, Pa. Camp family comprises 185 boys and a staff of 52 men. The program is complete. It is reputed to be one of the finest camps in America — constructed in 1948.

HERE IS WHAT YOU GET — A salary in keeping with training and experience. . . . Leadership training and guidance. . . . Opportunity to serve boys. . . The "Thrill" of personal service. Wholesome environment. . . Plenty of good food and healthful living. . . Friends. . . A growing experience in human relations.

Men of good character, sincerely interested in serving boys will be considered for employment

PLEASE CHECK YOUR SKILLS ON APPLICATION CARD

Salaries range from \$200.00 to \$400.00 for season of 8 weeks. (Board and other compensations included)

• Fill out Application Card and mail promptly . . . for additional information write to:
Camp Director, Camp Conrad Weiser, Central Y. M. C. A., Reading, Penna.

camp menu with quantity recipes

By Marie E. Knickrehm and Dorothy M. Proud
Cornell University, Ithaca, N. Y.

THIS MENU, the third in *CAMPING MAGAZINE*'s series, is a good one to use when your fresh meat delivery is delayed, provided, of course, you have canned corned beef and a beef soup base in your storeroom. In July or August, you should be able to buy fresh blueberries or peaches for dessert. Blueberries keep well and are easy to prepare. Peaches may be scalded and peeled several hours before the meal if you prevent them from discoloring by slicing the peaches directly into a thin sugar syrup or fruit juice. If you are going to serve the peaches

whole, wash them carefully first to remove dirt and any of the spray residue that may be present.

Menu

Carrot, Celery and Raisin Salad
Baked Corned Beef Hash with Catsup
Fresh or Canned Fruit
Peanut Butter Cookies
Cracked Wheat Bread—Butter
Milk

CARROT, CELERY AND RAISIN SALAD

YIELD: 50 servings

SERVING SIZE: $\frac{1}{2}$ cup
or 1 #10 scoop

7½ qt. carrots, raw,
shredded
1½ qt. celery, diced

4½ c. raisins
2 c. mayonnaise

Combine salad ingredients with dressing and season the mixture with approximately 1 tsp. salt and 1 tbsp. sugar.

(Recipe from Wood, Marion A. and Harris, Katharine W., "Quantity Recipes.")

BAKED CORN BEEF HASH

YIELD: 50 servings

SERVING SIZE: $\frac{3}{4}$ cup

9 lb. corned beef,
canned
9 lb. (6½ qt.) potatoes,
cooked (about 12 lb.
before peeling)
1 c. onions, chopped
½ c. meat drippings or
other fat

1½ qt. meat stock
(made from soup
base or beef extract)
Garnish with 1/3 c.
parsley, chopped or 1
can pimiento strips

1. Chop the corned beef and potatoes together.
2. Brown the onions lightly in the meat drippings and add them to the meat-potato mixture.
3. Add the meat stock. Place the mixture in baking pans. Bake in a moderate oven (350° F.) for 30 to 45 minutes until the mixture is heated throughout.
4. Garnish with the parsley or pimiento.

(Recipe from Wood, Marion A. and Harris, Katharine W., "Quantity Recipes.")

PEANUT BUTTER COOKIES

YIELD: 10 to 12 dozen (medium size)

1 lb. (2¼ c.) vegetable
shortening
15 oz. (2 c.) sugar, gran-
ulated
12 oz. (2 c.) sugar,
brown, packed
4 eggs slightly beaten

2 c. peanut butter
1½ lb. (6 c.) flour all-
purpose
4 tsp. soda
1 tsp. salt
2 tsp. vanilla

1. Cream the shortening; add the sugar gradually, creaming these together until well blended.
2. Add the eggs and beat the mixture; add the peanut butter.
3. Sift the flour, soda and salt together. Add these to the mixture; stir until all are well blended.
4. Stir in the vanilla. Shape the dough into small balls and place them on a greased baking sheet. Flatten with a fork until the cookies are ¼-in. thick. Bake at 375° F. for about 12 minutes. Loosen the cookies from the pan while still warm.

(Recipe from Wood, Marion A. and Harris, Katharine W., "Quantity Recipes.")



—Photo by the Clarmont, N. H., Eagle.

How Your Counselors Can Earn College Credit

By Robert W. Harlan
Assistant General Secretary
Milwaukee County YMCA

DO YOU WANT to add content to your pre-camp training sessions? Would you be interested in having a college faculty man at your training program as a resource person? Would your staff (especially college students) be interested in having college credits for their work at your camp for the summer?

We have been concerned with these same problems. Through the cooperation of the YMCA and the University of Wisconsin, we are now offering a two-credit Sociology Course, entitled "Small Group Processes," as a part of the pre-camp training program for camp staff.

A professor from the University conducts this phase of the training program at the camp site. The course is designed to sensitize camp leadership to the functions and make-up of groups, recognizing leadership, cliques and factions, and help the leadership with insight into the role and function of analysis and evaluation. This content is quite important to the camp director responsible for staff and counselor training.

Why we have university cooperation—The question of the need for university cooperation on the camp

counselor's training course was well answered by a member of the Camp Committee who stated: "We are trying to upgrade our counseling standards and know of no better way to do an adequate training job . . . we think the University can assist us to do this top-level training."

Obviously, there are other reasons for academic assistance in counselor training. They include:

A faculty instructor adds resource to the training staff.

College students needing summer-school work can consider summer employment and get course credits at the same time, thereby making available a source for leadership recruitment.

Many school teachers would be available for counseling jobs but must periodically take two or three credits to keep their teaching credential from expiring. Again, this creates another source of adequate, mature leaders.

College students, the largest source of leadership, respect academic accreditation. A counselor training course with college credits enhances, as it rightly should, the concept of the camp in the minds of students.

Students need course work. Having it offered through a camp is a real

fringe benefit in the student's frame of reference.

Developing the project—Most academic institutions have a policy of cooperation with community groups and are eager to make their resources available to all. A number of universities have aggressively established continuing education programs, encouraging community participation. Others have an extension division or department which has the responsibility of establishing and directing courses on or off campus for a broader participation in the academic life of the college. It is important to understand that, in most cases, the camp director will be enthusiastically received by the college or university when they are approached to help in the establishment of a counselor training course.

The steps taken by the Milwaukee YMCA were these. We first developed within the staff and committee a commitment to conduct this course at least as an experiment. The proposal for University cooperation was discussed at length with the Milwaukee staff and Camp Committee before the University was approached. The rationale for academic accreditation

was spelled out at this point and the "go ahead" was given the camp director to approach the University.

An appointment was made with the head of the Sociology-Anthropology Department at the University of Wisconsin-Milwaukee campus where the proposal was explained and discussed. At this point, we discovered the enthusiasm of the University for extension work and an eagerness for co-operation was indicated.

Before talking with university officials, you should be ready to answer the following questions:

1. Why are you interested in academic credit for your training course?
2. What content material do you expect to cover?

3. What grade level are the majority of your staff?

4. When will the course be offered?

5. Are you prepared (or is your staff prepared) to pay the registration fee?

6. What is the minimum number of students you expect to have?

Some of the questions we asked the University were:

1. Does the University have a policy of extension work?

2. Does the University have an instructor qualified to do the job we had outlined?

3. Are the tuition fees within our range? Are there other expenses we would have to budget?

4. Could they supply an instructor to fit in with our pre-camp training dates?

5. Could we offer this course only to our own staff or must we open it to other students?

As agreement was reached to proceed, the University and the YMCA agreed upon a faculty instructor. The academic institution will be frank at this point to indicate if they have a professor skilled in the course content. If they do not have such a staff person, a qualified instructor can be accepted by a university by producing evidence that he is qualified to teach the course and can obtain proper clearance from the Dean.

At this point, several sessions were held with the instructor and camp director to establish the course curriculum, time schedule, methodology, requirements, bibliography, responsibility division and development of a workbook.

When a decision was reached to offer the course as part of the camp training program, materials were developed interpreting the job opportunities to college students and teachers. The response from applicants was enthusiastic.

Cautions—One should be aware of a number of concerns as preparations are made for accreditation of the camp training course. Many of them will be answered as the proposal is discussed with the college's department head. Keep alert to the following:

It is essential to know if the credits will be transferable to other colleges. A student taking the course for credit should be instructed to get clearance with his faculty counselor for credit to his transcript.

Many college courses have pre-requisites. Some require junior or senior standing, some require a basic course in the field first, others have requirements which can be waived by the department or instructor. This must be understood by the camp director and students.

Some extension divisions set a minimum number of students for which a course can be offered. Explore this before announcing the availability to your staff.

It is difficult to get all the pre-camp training content into the course. The camp director still has a major role to play—orientation to the camp facilities, program, philosophy, objectives, job descriptions, and personnel policies must be given. Some of this can be part of the course content and handled by the instructor, but much of it is your responsibility. The instructor is limited in his background of specialization. Use him where he can make the greatest contribution and fill in the balance yourself.

Therefore, the instructor and director must establish the schedule of the course to include time for the instructor to be in charge, as well as time for the director to cover items essential to the camp program. In our experience, all the content mentioned above was classified as course content and the faculty instructor and director shared in the responsibilities of presentation.

The final caution has to do with budget. This program will cost the camp approximately \$18 per staff person taking it for credit. Your committee may decide to include this in the staff salary, have each staff member pay the entire fee or a portion of it, have it underwritten by a community service club, a foundation, or interested individuals. The university encourages the student to pay some portion of the course to feel more involved and responsible.

The entire camp staff of the Milwaukee County YMCA firmly believes the Small Group Processes course gives us background to do a more creative job with the campers.

-BOOKS-

for *Better Camping and Better Campers*

New . . .

THE NATURE PROGRAM AT CAMP

BY JANET NICKELSBURG

The aim of this book for camp counselors is to reinstate the study of nature into its rightful place. The author believes nature study is an attitude of mind and should be a joyous experience within the reach of everyone. Available in February 1960, orders may be placed in advance. Price open.

New . . .

TEACHING TENNIS FOR SCHOOL AND RECREATIONAL PROGRAMS

BY ELOISE JAEGER AND
HARRY LEIGHTON

Using a new and fresh approach to teaching tennis, this book is comprehensive and practical. Every important phase of teaching tennis is included, with numerous illustrations, charts and diagrams. Copyright 1959; 8½ x 11; 100 pages; photo offset. \$3.25.

Revised . . .

WORKBOOK FOR CAMP COUNSELOR TRAINING

BY MARIE HARTWIG, *Univ. of Mich.*

Designed as an aid in training camp personnel, this book is helpful to directors instituting or continuing counselor training programs or pre-camp workshops. Available in February 1960; about 150 pages. Price open.

GAMES FOR JUNIOR AND SENIOR HIGH SCHOOLS

BY HAZEL A. RICHARDSON
Texas Women's University

More than 170 games for the teen-age group are included in this card file collection. Helpful to the trained and untrained leader in teaching games to junior and senior high school boys and girls. Copyright 1957; 171 games on 4 x 6 cards; photo offset; fiber card case. \$2.75.

To place your order, or for additional information, write to

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ACA Broadens Service to Members

At a meeting of the Board of Directors of the American Camping Association in 1957, A. Cooper Ballentine, then Chairman of the Program Services Committee, made the suggestion that a series of monographs should be prepared and distributed to membership for their use. He felt that these "aids to good camping" should be pointed toward the improvement of the camping experience for boys and girls through helpfulness to directors and staff.

The ACA Publications Committee is gratified that favorable action by the Board of Directors of the American Camping Association at Bradford Woods, in October, 1959, made possible the inception of the monograph plan and through it increased service to members. Cooperation of Howard Galloway, Editor and Publisher of Camping Magazine, by including monographs within the magazine insures distribution to all members. Remove your copy by straightening center staple prongs and gently pulling monograph. Additional copies in a more permanent cover may be ordered for staff or other use, at quantity discounts, through the American Camping Association, Bradford Woods, Martinsville, Indiana.

The Publications Committee welcomes your suggestions for future monographs and extends appreciation to Mrs. Douglas Haskell, her Committee members, and to the New York Section of the American Camping Association for making this first monograph, "Camping Is Education," possible.

West Lebanon, New Hampshire
December, 1959

Jerald B. Newton
Chairman, Publications Committee
American Camping Association

Let's take a look at . . .

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AMERICAN CAMPING ASSOCIATION



This brochure has been published by American Camping Association in cooperation with Galloway Publishing Company as a service to ACA members. Additional copies, with heavy cover for permanence, are available to anyone interested in camping. Order from American Camping Association, Bradford Woods, Martinsville, Ind. Price: \$0.75 per copy, less in quantities.

foreword

In 1928, a committee of the New York Section of the American Camping Association, under the chairmanship of Ralph C. Hill, prepared an excellent pamphlet entitled, *The Place of the Organized Camp in the Field of Education*. It recognized the continuous nature of education and described the kind of camp climate that best contributes to the growth of children and young people. In 1945, after the original pamphlet had been out of print for many years, a second New York Section Committee, chaired by Frederick L. Guggenheimer, published a new edition without any radical changes stating "the theories and principles developed then seem, with very slight modification, to be as sound now as they were thought to be then."

Your 1959 committee also finds itself in agreement with the philosophy and general principles of the thirty-year-old pamphlet. However, the edition herewith presented is more radical in its changes than the 1945 publication. We attempt to reflect the development of educational theory over the last quarter century and to describe good camping practices which have grown with it.

JANUARY 1960

Helen Haskell, Chairman
Betty Gene Alley
Margaret Braidford
Arline Broy
Sue Hammack

Camping Is Education

EDUCATION is recognized as a continuing process in growth which goes on with greater or less intensity through each waking hour. Gone is the notion that education takes place only when teacher is up in front and pupil behind his desk. Our society recognizes that relationships at home, at school, at play, and at church all shape the growing individual and are therefore part of his education. As camp directors and counselors we need no longer ask, "Are we educators?" Instead we must ask, "Are we as educators doing the most effective job possible? Are our camps contributing all they are capable of toward the development of tomorrow's adult?" Do we as camp directors deserve the remark made half a century ago by Charles Eliot, President of Harvard University, "The greatest individual contribution

which has been made to the education of American youth is the summer camp."

It is the purpose of this pamphlet to describe the kind of camp life which contributes to the education of youth. Knowledge—that is, present-day scientific information concerning what a child is, how he grows and how he learns—and an understanding of our society's educational goals are part of the essential and necessary equipment of camp leaders who make camp life an effective and positive educational experience.

goals of education

Laymen and educators working together have recently given a clarifying definition of the aims of education. In its summary statement, published

in April 1956, the White House Conference on Education noted that educational ideals in America have broadened in the last twenty-five years. "It is no longer thought proper to restrict educational programs to the skills of the mind, even though those skills remain of fundamental importance. Schools also attempt to improve children's health, to provide vocational training, and to do anything else which will help bring a child up to the starting line of adult life as even with his contemporaries as native differences in ability permit . . . This new educational ideal represents the fullest flowering of the long western tradition of emphasizing the dignity of the individual."

Obviously, so broad a school educational program needs the cooperation of all other institutions concerned with youth. Schools, as the report itself points out, are limited in the amount of time they can command of their students; and in addition they have academic priorities. The home, the church, and every kind of agency devoted to youth must supplement the school. Indeed, youth groups everywhere, in city, town, and rural areas are natural allies of the school. They are often important school partners since children's usual environments cannot always give that equal chance, that "fresh start for each generation" so

stressed in The White House report as our American ideal.

Significantly, during the last three decades, organizations serving youth have everywhere added camping to their list of activities, and in the same period private camps, owned and directed by private individuals, have grown in number and variety. Organized camping, which up to the nineteen thirties had been most often the prerogative of children of the very rich or the very poor, is now available to children from all social and economic groups. In some localities schools, recognizing the educational values inherent in the outdoors, have given children a chance to pursue classroom studies in established camp settings. The wide adoption of organized camping by youth leaders, and its rapid growth in private and public institutions, affirm that it fills a need in our urban society and that it is a good tool for education.

organized camping

The definition of organized camping as adopted by the American Camping Association makes clear camping's special contribution to education. "Organized (Resident, Day) Camping is an experience in group living in a natural environ-

ment. It is a sustained experience under the supervision of trained leadership. Camping provides a creative, educational experience in cooperative group living in the outdoors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth" of individual campers.

appeal of camping

To young people the word *camping* suggests adventure and excitement—a different life which can be chosen for leisure time, something to do away from home or school and old familiar rounds. Our young country still lives near in time to frontier life when every trip west was a camping out. Our children's literature is filled with fabled and real figures who were campers—Hia-watha, Davy Crockett, Paul Bunyan, Daniel Boone, Lewis and Clark. Today, with the frontier gone, state, federal, and local governments watchfully preserve part of our natural heritage of forest and field, mountain and seashore, to keep it "forever wild, forever free," thus providing, among other blessings, places for present and future generations to go camping. Camping has deep appeal and nothing in our image of it sug-



—Sketches by Mary Meixner

gests compulsion or deadening routine.

Indeed, a unique attribute of organized camping at its best is that it is set up to give the very adventure, good times, and variety in experience which appeal to young people. The whole outdoors is camping's classroom, and the curriculum is everything and everybody living in it. Each camp is free to experiment in program, free to offer the special activities which its location, or

staff, or particular objectives, or length of season best suit it to give. And if the camp does not fill every waking hour with its special schedule, no matter how intrinsically excellent, it then adds these educational values: time to look at individual needs, scope to develop individual interests and talents, and space for free choice.

Organized camping has unique educational advantages in its natural appeal for fun and adventure, and in its freedom. It has the ability to offer new experiences in the outdoors and to give sustained practice in democracy and cooperative group living.

Just as the "curriculum" to the sensitive teacher reaches beyond the classroom to embrace the child's every experience at school, so to the alert camp leader "program" is everything that happens to a child in camp. Through its program, and ultimately through the aims and policies of its administration, the camp contributes to the education of the child in many different areas of his development. Learning experiences cannot be compartmentalized, but for clarity in discussion we have separated the chief areas of the child's education at camp—his development as an individual,

that is, his physical, emotional, spiritual, intellectual and social growth—and his social development as a member of a group.

education for physical health

The very word *camping* connotes good health. Fresh air, vigorous outdoor exercise, hearty appetites, relaxation around a camp fire are all part of our picture of camping. In promoting good health, organized camping seems to be the school's natural ally. But experience over the years has taught camp leaders that good health demands deliberate planning. Good health does not happen by itself or flow automatically from the move of the child to group living in the country. Indeed, living in a group, unless properly managed, can be detrimental to health.

Campers can be too crowded in their quarters, or be kept too busy, or be thrown into too competitive an atmosphere, making for over-strain and over-fatigue. City children, lacking space at home in which to play vigorously, and softened by use of buses and cars, can be started too fast or too soon at camp on a toughening regime. The old comfortable notion that a "fresh air" experience itself does wonders for a child's health has



been discarded. Many factors go into making a camping experience education for good health!

First, there are many health details which must be attended to by the camp director before camp opens and by director and staff throughout the camp season. Among these are arranging for physical examinations for staff and campers, retesting of water and milk supplies, making arrangements for food handling, keeping a daily first aid

log, providing adequate infirmary care. Standards developed by the American Camping Association for resident and day camping under the headings, Health, Sanitation, and Safety, cover the field thoroughly. No camp aspiring to promote good health can begin its task without almost complete adherence to these Standards. But alone, they are not enough. They simply provide the proper framework for real learning experiences in good health practices.

How are good health practices taught so that good training from home is reinforced and poor training replaced with better habits? Perhaps the first answer to this question is that a real learning experience in health education is no different from education in any other subject. In all learning which sticks, there must be interest and a desire to learn, and some understanding of the purpose. This means that camp director, nurse or doctor, and particularly the group counselor discuss with campers matters affecting their own health and safety, and enlist campers' ideas on how they can help achieve the desired ends. A child better understands decisions which he helps make. They have his assent, and his compliance is more apt to become habitual. The camper feels responsible when he knows he has had some part

in making rules for himself and his group concerning proper food, rest, dress, cleanliness, order and safety.

The resident camp where children eat three meals a day has an unusual opportunity to teach good food habits. Knowledge of nutrition—that is, what the body needs in order to grow and to function well—has been greatly advanced during the last few decades. Every camp director interested in health education will have on his staff someone who understands what proper food for children is, who purchases it, and sees that it is prepared by methods that make it tasty and attractive while preserving its nutritional value. In the dining room campers are encouraged to try foods which may be unfamiliar to them and thus to expand their appetites for foods which may add immeasurably to their well-being. The degree of permanence in improved food habits will depend on understanding and cooperation at home and on the camper's own enthusiasm. Pleasant table surroundings, uncrowded conditions, good manners, good fellowship, relaxed atmosphere, and good humor go a long way toward building camper interest and cooperation. Because the camper has participated in planning for trips he will remember the wonderful cook-out where he helped dream up that well



balanced menu which everyone enjoyed.

In a group, a neglected or untrained child learns easily about personal hygiene. He follows group example and group directives and does not feel himself especially singled out for instruction. Conversely, the over-cared-for child may be

able to lose some of his over-anxiety about avoiding bacteria and keeping overly clean when he observes casualness in his friends. Group living teaches normal balance. Life at camp, requiring as it does intimate living with other children, can often help an only child acquire a healthy sense of modesty and privacy. Proper sanitary arrangements and adult supervision maintain and encourage good habits of cleanliness and order.

An attitude of safety permeates the camp. While hazards are reduced to a minimum, living itself involves certain elements of danger from which no child is hermetically sealed. "Learning to do things right" is the byword at camp. Through adult supervision and adequate instruction, campers learn skill in archery, for instance, and enjoy it in safety. The camper who learns the correct use and care of camp tools, such as knife, axe, and Swedish saw, has learned valuable lessons in safety too. Campers, encouraged to notice and perhaps to fix a broken step or a damaged tent fly, render service to the camp. They have also learned to be observant of their surroundings. These habits and attitudes have carry-over value into their daily lives upon their return home.

Many different attitudes about health will be found in any group of campers. There will be

children who need assistance in discovering and accepting their definite and real health limitations; there will be others who are over-concerned about their health or who use health excuses to cover up other anxieties. With understanding, counselor and nurse help these to be more relaxed or less anxious. There will be careless, impetuous children who often get hurt, and over-careful ones who never take a chance. There will be the fat child who always wants that second helping of potatoes and gravy, and the thin child who refuses to eat enough. Each needs special and different adult guidance to realize that he can help himself to better health and that, in so doing, he will have more fun. Advice of perceptive counselors is reinforced for these children by life in a group with other children, the majority of whom have already learned how to enjoy vigorous good health.

education for mental health

If an individual is to function to capacity, physical health must be accompanied by what we have come to call mental health or good emotional health. It is difficult to set up boundaries between the one kind of health and the other. The two are so interlinked that an effect which seems to be

mental may actually be set in operation by something physical; as for example, a child may give the appearance of being withdrawn and shy simply because he inwardly knows that he has poor muscular coordination and he withdraws "shyly" from situations which he fears might betray this. In such a case, the quickest way of removing his shyness would be to effect an improvement in his coordination. In another instance no physical cause of behavior is apparent. This camper is aggressive and a bully. On occasion he steals. Close observation shows he has a sense of inadequacy and insecurity and lack of confidence, an unhealthy mental attitude toward himself and his world developed over the years, having nothing at all to do with his adequate physical gifts. Nevertheless, appreciation and development of his physical capacities may help to change and improve his mental attitude.

When we call one child confident, another diffident, one child happy and another unhappy, or one responsible and another irresponsible, we are describing behavior, and not necessarily intrinsic attributes. Happily, much behavior can be affected by purposeful exposure to new experiences just as some physical conditions can be changed; for example, poor posture or weakened muscles can be

improved by proper exercise. The irresponsible camper, relied upon to bring logs for a fire is surprised, first that he *has* to get logs, and second, that he feels a shy pleasure in his tent-mates' appreciation as they sit around the bright blaze. He has seldom exposed himself to appreciation before. His counselor finds many small ways to build up such successes which gradually help him to develop pleasure in responsibility, and slowly change the child's behavior.

Camps, as child-centered communities away from home, have exceptional opportunity to give new experiences which reinforce acceptable and effective behavior, or change anti-social and ineffectual behavior. New responses often make new behavior patterns and these new patterns become a factor in growth.

What kind of experiences help all children to grow? Fortunately, during the last quarter century, new research in physiology, in psychology, and in allied sciences of human behavior has clarified our ideas of what a child is, and knowledge of how he develops and how he learns has given better insight into effective teaching techniques. Perhaps the first most important statement is that children and adults have, as human beings, definite basic needs in addition to the well-known

physical survival requirements of food, air, and rest. We are social. We need to love and be loved; we need to feel ourselves to be worthy members of the group in which we live. We need to *belong*. If by some chance, these basic needs have not been sufficiently met, a child may arrive at camp unable to take full advantage of his new environment. Quiet and withdrawn, he may live in a world of his own, seeing little around him. Or, worse for his associates, another child may have the need to make fellow campers as uncomfortable and unhappy as he is himself. Both of these campers need repeated experiences in identifying themselves with their friends. They must be provided with situation after small situation in which each camper by himself, and each with others, contributes something to his group. Gradually, each builds up a sense of belonging and a feeling of adequacy, and perhaps loses the sense of aloneness, or of frustration. Each, in satisfying deeply human needs of his own, will be freed from the necessity either of withdrawing from or of disturbing others. As a youngster experiences happiness, he is able to give happiness.

All human beings have in common this need to belong. But each individual is different in appearance and in gifts. We are all familiar with differ-



ences in coordination, in strength, in size, and in intelligence. There are also differences, more subtle, less easily seen and measured. For example, to mention only a few, there are differences among individuals in sensitivity to pain, differences in vitality, in endurance, in reaction speed. Nor does variety end with these and many other inborn

characteristics. Each human being possesses, in the words of Willard C. Olson, his own "unfolding design of growth," his own rate of development. One child may mature physically much faster than another. His growth mentally may keep pace, or it may not. His emotional development may be average for his age group.

As is readily seen, this newer, scientifically verifiable concept of differences in rate of development throws away norms for accomplishment for any narrow age range and enables camp leaders to look at individual progress without conveying ideas of inadequacy in the case of slowness, or undue superiority in the case of rapid development. For example: "Can Johnny swim better this week than he could a week ago?" If he can, he feels a sense of success even though he may be behind others in the group. In turn, the feeling that he is getting somewhere changes his mental attitude about himself and he progresses faster than he would if he felt discouraged. The leader's awareness of differences in individual gifts and in rates of development makes his instruction of the group more effective because the group climate is conducive to self-confidence and a healthy attempt to do one's best, on the part of the well-endowed as well as the less gifted.

Walter Bonime has thus described a healthy self-confidence. "The criterion in general is a sense of one's own desirability as a friend, a confidence that one is acceptable. This child feels that he will probably be adequate to most of the individual and social demands that will be made upon him. He feels that he is loved by his parents, liked by his teachers, liked very much by a number of people. He feels that most people are potentially friends . . . If such a child is clumsy at a game or any other pursuit, he may think, 'Gee, I'm no good at *that*,' but not, 'Gee, I'm just no good.' "

In guiding a difficult camper toward this healthy sense of self, the alert counselor may occasionally find it necessary to stop emphatically some act harmful to others or to camp property, or detrimental to the camper himself. When the concept of individual development and individual needs and differences first made its impact on the educational world in the twenties and thirties, there was temporarily and in some quarters too much emphasis on the individual and too little on the role which leadership, group environment, and knowledge of skills play in the child's development.

Research in the forties and fifties has re-emphasized the role of the leader. He must set stand-



ards. He needs to help campers set realistic, obtainable goals and give guidance in reaching them. The leader must commend effort, or cooperative behavior beyond the normal. He must show disapproval of unacceptable behavior—disapproval of what the child is doing, not of the child himself. The leader's fairness, his warmth, and his example are powerful forces in reinforcing or

changing behavior. He does not need to know or even to speculate on what makes the difficult camper the way he is, beyond the general knowledge that somehow, somewhere this child has missed out on "belonging" and needs love, understanding, guidance, and encouragement to change his responses. There are specialized camps which deal with extreme behavior problems and take upon themselves inquiry into causes of behavior, but in these the staff members are especially trained for their jobs.

From the scheduled event and the non-scheduled, from the set plan and the free hour, come camp experiences which aid or harm the developing individual and his confident sense of himself. Each imaginative and informed camp leader devises many good situations to reinforce or change behavior, and to develop the talents he finds. Healthy mental attitudes stem from the sense of belonging, the feeling of being needed, and the knowledge one is adequate in a given situation.

education for spiritual growth

The camp setting offers endless opportunities for spiritual discovery and growth. Such opportunities come to all campers regardless of age, though

at their own levels of awareness and comprehension. Some may respond more readily than others. The more responsive youths may be the poets and philosophers of tomorrow, entrusted by their parents to the camp today.

Many camps operate under religious sponsorship. In providing for the child's spiritual needs such a camp places emphasis on the tenets of the faith it represents. Its program is directly related to the religious beliefs of the campers. In the non-sectarian camp the director-educator takes cognizance of the religious needs and obligations of individual campers and assists campers in meeting them within the limitations of the camp. By his own and his staff's attitude a camp director also helps campers respect each other's religious beliefs and practices.

Religious belief is one aspect of spiritual experience. What are spiritual experiences? They are those which affect the spirit—the soul—that part of man which makes him human. Spiritual experiences may occur spontaneously or be planned. An alert staff helps campers take advantage of the many spontaneous events—like finding a bird's nest—which can contribute to a growing spiritual awareness.

Spiritual values include a sense of moral values,

the development of inner resources, a sense of wonder about man's relationship with the universe, a lifetime quest for the qualitative.

a sense of moral values

What is right? What is wrong? These are questions which man has struggled with since time began. Organized religion has been the leading instrument of man's search for the right, but other institutions working with young people have also felt obliged to aid in the search and to guide youth in its formative years.

How are spiritual responses elicited in camping? The camper learns to make real choices. Of necessity, choices relate to a sense of values. The relative freedom in the child-centered community of camp contains many temptations. The camper in the dining room learns that taking an extra dessert may deprive someone else of his. He learns that an unsupervised early morning dip in the lake is not only hazardous but reflects upon the reputation of the camp. He learns that evasion of work responsibility places an extra burden on a bunkmate. In effect, the close interdependence of everyone in camp helps bring campers to a realization of right and wrong.

It has been said that when a child has his first

deep feeling for someone else, he has had spiritual awakening. This is akin to the concept of the sacredness of the individual, shared by all religions, and to the doctrine of empathy, the ability to "put oneself in the shoes of another." The nurturing of these impulses by the camp helps put a child on the road to spiritual maturity and mental health as well. The camper, who through adult guidance, learns that taunting his friend brings less pleasure than constructive discussion with him, has learned a lesson in empathy. In other words, camping means learning to live the Golden Rule.

development of inner resources

Dr. Jay B. Nash, an eminent educator, said, "I'd rather see a broken bone than a broken spirit."

Maturity demands inner resources—alone or in the crowd. The camp which recognizes the uniqueness of each child, helps him develop skills and satisfactions which he can enjoy alone as well as with others. The camper who has learned to be "alone, but not lonely" has a resource of tremendous carry-over value into daily living at home.

Emergencies are bound to happen in camp. Hurricanes, fires, epidemics are the more spectacular ones which may occur only occasionally. But meeting the smaller ones successfully also helps

the camper to develop poise and assurance in the face of difficulty. Breakfast prepared over the camp fire is not ruined because someone forgot the bacon. You somehow get along without it. It is in helping campers meet the big and little crises of camp living that wise staff play one of their most vital roles toward spiritual growth.

a sense of wonder

Why do I see a caterpillar today, a butterfly tomorrow? What makes the bird sing? Where does the sky end? Why do the stars twinkle? Who am I? Where do I come from? Where am I going? What is my place in the universe? It is a healthy sign of spiritual growth when a camper's observation is linked with a sense of wonder.

While the camp counselor may not be able to clarify all the mysteries, he may stir a camper's inmost thoughts by helping to sharpen the camper's powers of observation linked with reflection. Many a camper never saw a dewy spider's web until it was pointed out by a sensitive counselor. Observation is a first step toward wonder. And many a camper has been led to wonder about his role in the building of a happier world upon having his mental "powers of observation" — and reflection — stirred, as for example in an after

taps discussion which often arises so spontaneously, especially among teenage campers.

the quest for the qualitative

The degree to which youth searches for such eternal values as truth and beauty will inevitably affect its attainment of sincerity, idealism and altruism. All are goals shared by a moral world. In a world so pressured by material goals, the camp's role in emphasizing the qualitative takes on new importance.

The attitudes of staff, the type of program activities carried on, the administrative practices underlying all aspects of camp—these profoundly affect the degree to which an experience contributes to the campers' quest for the qualitative.

A counselor encourages a camper in writing poetry. Imperfect as the poem may be — be it about the feel of cold water on the face, the sunset, the woods, friendships made—the counselor will respect the writer's effort to express feeling.

A counselor helps the dramatics group to see that a play burlesquing a certain racial group is not consistent with human kindness.

The camp director publishes among his objectives in the camp brochure, the emphasis on the quality of experiences at camp.



The director, each year, spends hours thoughtfully screening counselor applicants to find those who possess "quality." He knows that campers are instinctively drawn to men and women of spiritual and emotional maturity, yet who are "fun" and skillful. Campers learn much from such staff members, whom campers are certain to at least admire, if not to emulate. Happily, the hero worship of youth, constructive where quality staff are

hired, is one of the most potent tools a camp director has of stretching the spiritual vision of his campers.

Life at camp helps to guide the camper in his quest for the things which matter most in his life as an antidote to the emphasis on material values by our culture.

education for intellectual growth

For many children camp life is the first introduction to a natural environment or at least to an environment closer to nature than the pavements and buildings of city streets or the bulldozed landscapes of suburbia. Few camps today can be located in or near primitive wilderness; but all camps can strive to preserve their own natural environments and can plan pleasurable experiences for their campers in other natural surroundings at nearby farms, mountains, forests or seashore. Such camps are exciting laboratories which add knowledge about and appreciation of animals or insects, trees and soil, or birds, flowers and plants in their natural habitats.

With guidance from an adult who knows and

loves natural surroundings, a couple of weeks or a summer in the country may be enough to start a few campers on nature interests which may be pursued lifelong, as pleasurable hobbies, or as professions. Desire for knowledge may be a by-product of mountain climbing trips, or fishing expeditions, or games in wood or field where tests in observation are part of the fun.

Among skills taught at camp, emphasis is properly placed on those which cannot be learned easily in city or suburb—skill in swimming, canoeing, sailing or boating and outdoor games; how to live comfortably in the woods, how to find your way without a trail, opportunity to observe wood animals, or to learn about and take care of farm animals.

Rainy days and rest hours often give campers opportunity to browse in the camp library. Here the thoughtful director has assembled well chosen books, including books related to the camp locale, to natural environments, animals, and adventure. Books not only broaden campers' horizons but also help to elevate the tastes of many young people. And the story or text in a good book often sparks worthwhile discussion among campers or becomes the germ of a special camp activity.

"Free time" projects can have intellectual value as well as the more obvious social value. With intelligent and sympathetic counselor guidance, campers learn to figure out what *can* be done. For example, a boy wishes to photograph ducks. He and his friends figure out how to build a blind, gather materials, complete the project, and use it successfully.

Intellectual growth at camp results from new interests and skills and from opportunity to solve problems. It rests, above all, on close association with adults who share intellectual enthusiasms and "know-how" with their campers.

education for social growth

Campers have constant practice in getting along with others. Group life at camp is more continuous and more free than is usually possible at school or church or club. Day camps are groups in fairly free association for many hours at a stretch. Resident camps extend this same group experience around the clock.

Strong emotional attitudes toward parents or sisters or brothers, attitudes which sometimes strengthen, sometimes confuse normal social

growth at home, are absent at camp. An oldest child at home may have had too much responsibility, or a youngest one may have been too babied. An only child may have been allowed to grow too self-centered. At camp all of these children, along with the neglected and the child whose social sense has been well nurtured, experience the warmth of inclusion in a group and are all on an equal basis. Each learns from the other, and with good leadership, gets satisfaction from helping the group and being helped by it.

In social growth as in spiritual growth, the quality of leadership is crucial. Often it is at camp that children first experience the satisfaction and pleasure of working with an adult on some project which has captured the children's imagination, and working under conditions where time can be allowed for the youngsters to figure out what is needed and to help with the planning: how to put on a skit; where and how a tree house can be constructed; what to do to help Johnny feel less homesick. These and hundreds of other projects and situations can provide that hour by hour, day by day, practice in social cooperation for which there is not enough time in school, or for which circumstances at home may not be as favorable. And very important in this socializing



process is the fact that children are planning and working in active partnership with grownups.

This partnership is a very different thing for

the child from being on the receiving end in a group in which skill in swimming, or riding, riflery, tennis, archery, or baseball is being taught. It follows that not every hour at camp should be devoted to classes in skills. There must be room for different kinds of associations with grownups.

The child who shells peas or husks corn for the camp dinner, does his share of waiting on table, in an emergency lends a hand with the dish-washing, and helps with the chores on a camping trip, becomes an integral and necessary part of the society in which he lives, instead of being a mere onlooker and recipient of the benefits of the work of others. The boy or girl who makes some of the play equipment for camp activities, such as bow and arrows, buoys to mark the swimming areas, racks for canoes or paddles, a simple bridge over a stream, or a set of steps, has contributed something tangible to the life of the community and by so doing has increased his own self-respect. Should some of these contributions be damaged through his or someone else's carelessness, the camper knows that he cannot telephone to the corner store for a new one. He is aware that his knowledge and skill, his effort, are required before the damage can be undone.

Almost unconsciously he will be learning a wholesome respect for material things, and the labor that produces them. This is in sharp contrast to the point of view of the child who throws away an article of clothing or equipment, confident that the mere asking for another is the only effort required to fulfill his wants.

Camps which give youngsters opportunity to work and play with grownups increase the social awareness normally gained from group life.

education for citizenship

The organized camp has a rare opportunity and a responsibility to help children grow in their understanding of democracy. Practice is the best teacher; so camps which make the most of their opportunities are democratically organized in small living groups so that campers have opportunity to share in decision making. In the small group, the camper has many opportunities for self-expression, for personal growth, to get to know others well and to be known, to have a sense of belonging. The small units may be joined with others by age groupings, or some other device, and then these larger combinations make

up the total camp. Such a camp is a child's world and simple enough so that everyone can help it function.

The camper's horizon is broadened if some members of his own small group come from different neighborhoods, or different localities. If there is variety in economic backgrounds and home opportunities, so much the better. If several religious and racial groups are represented, there is, with perceptive leadership, growth of mutual respect for differing points of view, or different cultural backgrounds and customs.

From each small group, there are representatives to the larger group. For example, there may be an overall rules committee, a committee to arrange a water day, or cleanup, a game of hare and hounds, or a baseball contest. Festive social plans are never made by the adults alone and handed down to campers, nor is "camp tradition" so strong that it stifles initiative.

Celebration of Fourth of July and local patriotic holidays foster pride in country. Every community has its local history, its local community events, and its local stories in which campers will be interested. Regional folk songs add zest to singing groups. There may be a neighborhood museum, or a state fish hatchery,



or a skilled boatmaker's shop, a sawmill or a dairy farm in the vicinity. Trips to these give campers local pride. Every young citizen of the United States has read stories of our pioneer ancestors and their hardships. These may be better understood if the campers themselves have been given a chance to test their own endurance and self-reliance.

At camp the boy or girl will probably never go through a chart of government functions. But he may easily meet the state or federal forester who will tell him about the woods and precautions against fire, or perhaps the county agent who may drop a word about preventing soil erosion or protecting water supply while he shows campers how to grow better berries or sweet corn.

Campers may trace the local watershed and study the camp's water supply. Care of their camp site, and of temporary sites away from camp, observance of all State or Federal laws against cutting trees and other vegetation, prevention of erosion on paths, demonstrations of how ground covers hold water—these and many other practical activities to fit specific sites will give training for effective future conservationists.

the camp community

Camps serve all ages—nursery and elementary school-age children, adolescents, the aged, and the entire family. There are camps for boys and girls together, and for boys and girls separately. Some camps are organized around special interests and some serve handicapped children ex-

clusively. There is variation in length of sessions. Day camps last several hours each day for a week or two at a stretch, or for every weekday of the whole summer. Resident camps take campers away from their homes for a week or two, a month, or from the last day of school to its beginning again in early September. Some camps are equipped to carry on weekend camping throughout the winter months. Locations of camps vary, from the site within easy reach of big cities, to wilderness or seashore far from centers of population.

Camps exist under many auspices. Civic groups, business and labor groups, youth organizations, public and private philanthropies, and religious groups support and administer camps. These are usually termed organization camps. Then private camps, as the name implies, are owned and directed by private individuals. Today organized camping is within reach of almost all of our population. An increasing number of school boards in several states offer a week or two of instruction in a camp setting as a regular part of the public school curriculum.

Different auspices, purposes and site possibilities produce very different individual camps. Uniting all these diverse camps under the banner,



"Better Camping for All," is the American Camping Association, a national organization with 42 Sections throughout the United States. Basic to improved camping procedures are the Resident

and Day Camp Standards of the American Camping Association to which member camps subscribe. The Standards are concerned with areas of camp personnel, program, sites, facilities and equipment, administration, health, sanitation, transportation and safety. With Standards, publications, *Camping Magazine*, its official publication, conventions, and workshops, the American Camping Association has encouraged and multiplied good camping practices.

All camp directors, no matter how diverse their camps, share three administrative concerns. These are: selection of staff, provision for a democratic camp environment, and continuous evaluation of their camp's program.

Administrator-educators endeavor to select staff members possessing, in addition to skills needed to carry on the desired program, personal characteristics which allow them to function well in a democratic community. Such staff members are friendly and outgoing. They are interested in and enjoy young people and understand the role of teacher and leader.

Then this carefully selected staff working with the director brings into being a democratic camp community which is capable of welcoming ideas of counselors and campers alike. The building

of this community starts with staff hiring, and continues later at the important pre-camp staff meetings on the site. Objectives of this particular camp are clearly expressed by the director. He and key staff people acquaint new counselors with program possibilities inherent in the site and its surroundings. Necessary schedules for the camp season ahead are outlined, but it is made clear that these will not occupy every waking hour. Within the framework of this camp's special objectives and its site, counselors know that everything is not "cut and dried" for them. There is space for their own ideas and initiative. Later, when campers arrive, counselors are able to share with the youngsters their own sense of participation, excitement, and adventure engendered in these early meetings.

Machinery for smooth functioning of the camp community is also worked out by the adult group ahead of arrival of the campers. Regular staff meetings and conferences are arranged; staff committees are appointed. There are well-understood and functioning channels of communication available for the use of all staff members. Nurses, cooks, maintenance help, and counselors share responsibility for a cooperative community in which campers will also play a part. A proper

slogan might be, "All life at camp is program."

What stands out for campers when they arrive at such democratic camp communities? First, perhaps, is a sense of adventure and anticipation of fun. There is enough scheduling to help these campers know what to expect, as well as to make for order and to guarantee progression in chosen skills. But schedules and routines are not sacred. There is room for freedom too — freedom to choose, freedom to change program, freedom to plan, freedom to explore, freedom to play, freedom to be alone. In this freedom, the camper tries his wings and has a chance to grow.

Second, children feel they have a share in the place, that their interest and help are invited, and their work needed. The feeling of belonging is fostered when the camper knows he has contributed something, whether it be help with cooking or table setting or cleaning up the grounds, painting scenery for some performance, or playing in an orchestra—or any activity which makes camp life more comfortable or more fun for his fellow campers.

Third, campers identify themselves with groups. Group living is fundamental to organized camping. At one time a camper is part of a large group, perhaps the entire camp at meetings or

at meals. At another time the camper may be part of a medium sized group—his age division or unit, for example. And in his own tent or cabin he is a member of a much smaller and more intimate group. The democratic give and take in each group, and especially in his own small group, is significant for the camper. At the very least, he learns how affairs go forward; at best, he identifies himself with a group task or plan, and helps it to fruition. The large camp succeeds as well as the small camp in fostering a sense of belonging, of being needed and of helping when its small living groups have a measure of autonomy, when units or divisions are carefully worked out, and when there is machinery for inter-communication.

The simple job of maintaining order in sleeping and living quarters needs the cooperation of each member no less than a successful plan for a cabin cookout. No trip need be presented complete to campers, with all the fun of arranging reserved for staff. In fact, planning an overnight trip should be very valuable practice in problem solving. Campers study maps, help decide the itinerary, menus, and length of expedition. They help each other pack. Naturally, their friend, the counselor, gives advice and makes necessary

amendments; but the trip which is taken is everybody's trip. Everybody gains from it in fun, confidence, and self-assurance.

Fourth, campers live in a cooperating community where there are no artificial barriers, no *permanent* or prolonged divisions into red, white, and blue, or whatever color teams, with attendant harmful competition. Permanent or prolonged team divisions can become obstacles which interfere with natural friendships, or take attention away from individual interests and creative activity. A youngster may happily join some permanent team activity and enjoy it many hours of the day all summer long, but in the meantime he may be losing opportunity to follow his own bent and perhaps discover or develop some special gift of his own which might mean something to him in later life. At their worst, permanent or prolonged team divisions create anxieties and a sense of failure in the very youngsters who should be enjoying a feeling of relief and security from the fact that they have made fine athletic advance if measured from where they started, not by comparison with the best who are chosen for the team. Teamwork, necessary in any group game, is training for cooperative living. It is fun to try as hard as possible to win, and when the game

is lost, it is good to respect the superior playing of the other side. But when competition is so stressed that it interferes with two essential ingredients of learning—self-motivation and a sense of success along the way—it is a barrier, a hurdle in the path of optimum development.

The camp meets deeply felt human needs when it provides flexible schedules and a friendly well-knit community in which democratically oriented counselors invite camper planning for fun, work, and growth.

evaluation

Evaluation is an essential responsibility of every staff member and is a continuing process. It occurs constantly and not just at a final end of season meeting of staff, important though such a meeting is. To be effective, evaluation includes re-examination of camp program as it is happening, and as measured against the camp's objectives.

Do staff members feel responsible for what happens at camp? Are they enthusiastic about their participation in camp life? Do they feel that they are contributing to as well as gaining from

the camp community? Can they ask for help and guidance without sense of failure? Are the site possibilities of this particular camp being explored and used?

What about the individual camper? Does he identify himself with the place? Does he feel free to make suggestions? Is he having fun? According to one small camper, fun is "anything that you like to do that you can do." Are campers' skills increasing? Does an activity need changing, or deserve greater or less emphasis? Have campers' attitudes and behavior changed for the better? For example, Mary, who formerly wanted to be waited on all the time, now volunteers to help others. Reserved Johnny has made several friends. Peter is losing his fear of deep water. If such comments can be made, camp is meeting basic needs of these particular children. On-going

evaluation enables director and staff to contribute increasingly to the physical, emotional, spiritual, intellectual and social development of each camper. The community is increasingly effective in helping train future democratic citizens.

And so we end with the remarks made in the 1945 reprint by Frederick L. Guggenheimer, "We can best close this revised study by repeating the final paragraph of the original report: 'We are aware that progress depends largely upon variation and experimentation and we wish camping to be forever free from the standardization which is the besetting disease of modern institutional life . . . Camps which render the greatest possible service will be the ones which embody the maximum essentials to which we have here undertaken to give tentative formulation.'"



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MANY FINE PUBLICATIONS have been prepared by the American Camping Association and others as a service to the camping movement.

A listing of those available from ACA Headquarters, with their prices, is given on the following pages.

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3 THE CAMP NURSE—Every director of every type of camp should use this as a guide to help the camp nurse in her duties and responsibilities. 1956. 25pp. 50¢.

4 SUGGESTED POLICIES AND STANDING ORDERS FOR NURSING SERVICES—Revised January, 1959. 8pp. mimeo. 25¢.

5 CAMPING AT THE MID-CENTURY—McBride. A census of organized camping in America. Facts and figures; includes a history of U. S. camping, outlines of desirable practices, and a prediction of future trends. 1953. 41pp. \$1.00.

6 CAMP COUNSELING IS CHANNEL NUMBER ONE—A message to potential camp counselors. Printed both sides on a card

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7 BIBLIOGRAPHY OF STUDIES AND RESEARCH IN CAMPING—Revised, 1958—American Camping Association. Lists by authors, with degrees noted, the many studies which have been made in the various categories of camp operation. 27pp. mimeo. 30¢.

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9 CUMULATIVE INDEX TO CAMPING MAGAZINE—Subject index, Vol. 1, No. 1 (March - April 1926) to Vol. 30, No. 8 (December, 1958), 35¢.

10 DIRECTORY OF CAMPS FOR THE HANDICAPPED—State by state listing of 204 camps serving the handicapped. 1959. 77pp. 50¢.

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13 CAMP ADMINISTRATIVE FORMS AND SUGGESTED PROCEDURES IN THE AREA OF PERSONNEL—Included is an outline of suggested minimum content for a personnel manual, sample job descriptions, staff contracts, staff appraisal, and the new ACA Camp Staff Application form. 1955. 30pp. 35¢.

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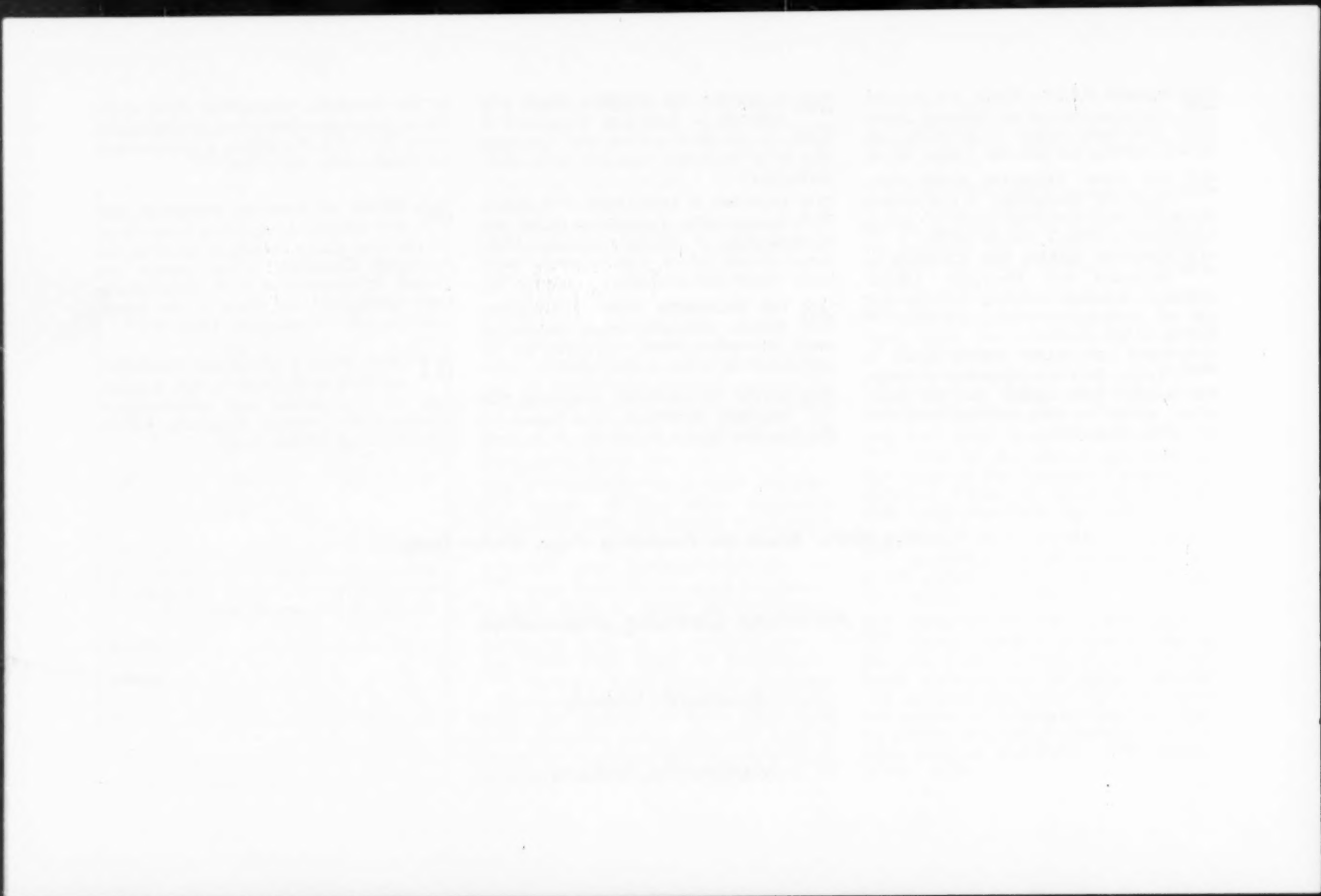
31 LIGHT FROM A THOUSAND CAMPFIRES —Edited by Kenneth Webb. A selection of inspirational and philosophical articles from Camping Magazine. (Association Press) 384pp. \$4.95.

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CAMP IS CLOSED for the winter. With no one around to destroy them, the mice make themselves comfortable indoors, securely sheltered from the wind, cold and snow. Before long a family has developed, and it doesn't take long before the family has families!

Food is no problem. Mice require very little. If crumbs and undetected leftovers aren't available (and they usually are,) the mice import their supplies from out-of-doors and hoard them for the winter.

Calling cards in the form of droppings are scattered throughout the rooms, particularly in locations that are difficult to find or clean. The volume of gnawing that can be accomplished by a growing family of mice in a single winter is remarkable. Remarkable, too, is the cost of repairs to buildings and furnishings.

Overcoming the mouse problem requires two separate projects — preventing their entry into the buildings and cabins, and eliminating them if they do succeed in gaining entry.

Part of the difficulty arises from the fact that the very smallest of holes, the diameter of a man's thumb in size, affords the mouse a means of entry. Smaller holes in wood and mortar can be easily enlarged. Unless construction is extremely tight — and few camp buildings are — mice have no difficulty finding passage.

Every effort should be made to block these passages by thorough inspection, installation of screening, metal flashing and kickplates, and repair of cracks and holes. Building mice out sometimes mitigates the problem, though does not solve it.

Traps during the winter months are of little worth, since a spring trap, once sprung, needs to be reset to catch the next mouse. This is quite impossible, of course, in deserted buildings.

Most poisons have their limitations, too. Whatever poison is used must be of a type that will retain its potency even after months of aging. In addition, the bait should resist spoilage and maintain its attractiveness to mice.

Another requirement to be carefully considered is safety. Most directors would hesitate to expose dangerous poisons throughout their camps without an effective method of checking on them. Accidental injury to children, pets and desirable wild life has occurred too frequently to encourage haphazard use of violent chemical poisons.

Controlling mice in camp buildings during the cold winter months, therefore, requires methods and materials

that embrace these characteristics:

1. Control must be effective.
2. It must be safe.
3. It must resist spoilage and maintain good taste characteristics.
4. It must be so simple to apply that it can be used by non-professionals.

Anticoagulant chemicals such as warfarin seem to provide a good solution. Warfarin is a chemical which destroys mice and rats by preventing their blood from clotting and thereby causing the rodents to die of internal hemorrhage. Warfarin is not considered a dangerous poison, since relatively large amounts must be eaten daily over a period of 5 to 10 days before death occurs. Since single doses do not usually kill, and the antidote (vitamin K) is immediately effective, the chemical presents little or no hazard to any but continual consumers such as rodents to which the bait is constantly exposed.

Tasteless and odorless warfarin can be obtained in concentrated or ready-mix form. The concentrate requires mixing with a cereal grain such as corn meal to which about 5% sugar and 5% corn oil or peanut oil is added. These ingredients will not deteriorate in the winter months.

In the ready-mix form, warfarin baits are available under a variety of trade or brand names. With these commercial products, no further mixing or formulating is required.

Under normal circumstances, only a tablespoonful of bait would be placed in each spot to control mice. But where the bait is intended to last several months, placements should be plentiful and generous. Bait should be placed indoors at intervals of 15 to 20 feet against walls. At least one-half pound should be placed in each sta-

tion. Most effective placements are behind furniture, in closets, or wherever mice might naturally run.

Baits should be put out in shallow pie plates or paper dishes on the floor where it is convenient to the invading mice. Settling dust over a long period of time may impair the taste qualities of the bait, and it should be covered with a shoe box, large pan, inverted container, or any other item which will protect it, while permitting the mice to eat in privacy.

There is a special form of warfarin which can be dissolved in water. This warfarinized water should be placed near each bait station if at all possible. A convenient method of placement is by means of chick watering fountains. With the combination of dry warfarin bait plus warfarinized water, it is unlikely that many mice will survive the winter. The water bait is not vital to a successful elimination program. However, it constitutes a second weapon and thus aids in assuring more complete control.

Most camps are not greatly afflicted with rats during the winter, since the living habits of this rodent differ from those of his smaller cousin. However, he may invade indoor areas occasionally to search for food or warmth or simply to be maliciously destructive. If so, the baits which have been prepared for mice will be equally effective against rats if sufficient quantities are made available to them.

An illustrated booklet entitled "Mice in Buildings" is published by the Wisconsin Alumni Research Foundation, Madison, Wisc. Copies of this illustrated, non-technical publication are available to camp management personnel without charge.

Get Rid of Unwelcome Winter "Guests"

By Ward Ross

Managing Director,

Wisc. Alumni Research Foundation

Train Your Campers To Be Safe Hunters

By Stan A. Mate
Director, NRA Training Activities

IN THE LAST 10 years almost a million youngsters have had firearm safety training that makes them and every hunter they see safer in the field.

With the passage of legislation in the State of New York in 1949, safety training with firearms was taken out of the informal category and put into definite training course form. The legislation requires that young hunters-to-be must take a minimum course of four hours before they are eligible to purchase a hunting license. The necessity for more formal instruction brought about a cooperative relationship between the New York Conservation Department and the National Rifle Association, Washington, D. C. Designing a course of instruction, establishing instructor requirements, recruiting and training instructors and producing the necessary literature and forms began and after about two years a workable pattern was established.

That pattern has been altered as better ideas presented themselves but the plan is essentially the one used in the beginning. From a start where there were no instructors the program has now grown to a point where there are almost 35,000, and a quarter million students are trained each year to handle firearms safely.

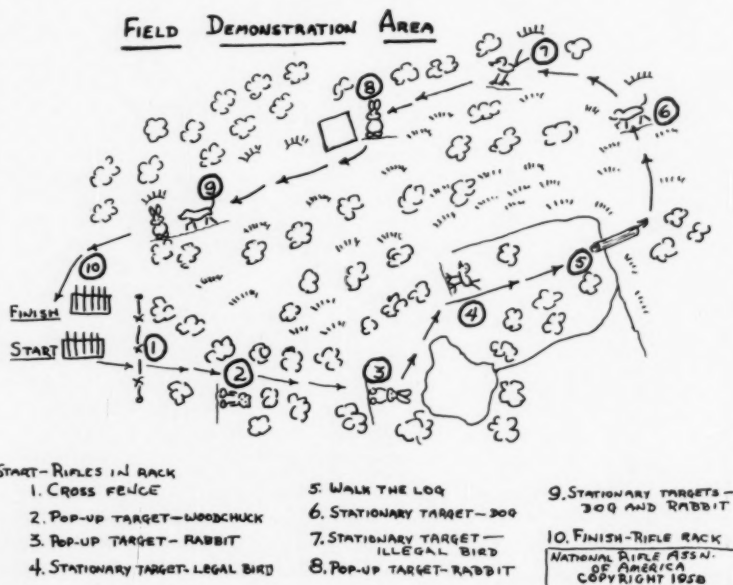
Twenty-six states have statewide hunter safety training programs. Eleven states have mandatory legis-

lation—the young hunter is required by law to show that he has successfully completed hunter safety training before he may buy a hunting license.

Much of the training has been done in summer camps. In a number of states, camps are operated by the Conservation Department. Hunter Safety Training has been used very widely as a program feature in these camps. Many private and agency camps (including school camps) have found

this training a popular and worthwhile addition to their programs.

Where a shooting program already exists, the safety training provides an interesting supplementary activity. A portion of the training involves simulated hunting situations and is normally carried on in a field or woods setting. Many camps use animal cut-outs either staked up or fastened to a pop-up device which makes an interesting practice hunt. Details of one such field are shown in the sketch.



This practice hunt is carried on with unloaded guns and is entirely safe for the novice.

The actual shooting part of the training offers no obstacle since hunter safety training does not require the development of great accuracy. The skills emphasized are handling skill and knowledge of what constitutes safe use of firearms. Campers who might not otherwise be involved in the marksmanship program might still gain great benefit from this training since many of them may be exposed to firearms at home. The actual range time involved is short and does not interrupt the regular shooting program to any appreciable degree. The allocation of one period a day to the actual shooting portion of hunter safety training should be adequate. Groups not usually participating in the marksmanship program need preliminary training before being allowed to shoot. In fact, the firing should be the last thing they do. During the firing a rotation plan may be used so some campers are shooting while others are practicing negotiation of a fence or making their way through the demonstration area. Such an arrangement would mean that each camper could fire only five or 10 shots and still be occupied throughout the period. More learning and better discipline will result.

Even in a camp where a shooting program does not exist, the training can still be given with very low initial expense. Elementary shooting training may be given with air rifles or CO₂ rifles. In neither case are the heavy backstops necessary for "powder" guns needed. For marksmanship purposes the air rifle is fired at 15 feet and the CO₂ at 25 feet.

Space is not a problem. Basic instruction and safety instruction given for proper use of these guns is identical with that given for the .22 caliber rifle. Where actual firing, even with the air rifle or CO₂ rifle, is not possible, a "popgun" (one which shoots corks, ping pong balls or just makes a "pop") may be used. All these types of guns make a noise when fired but would not be loaded in any case.

Complete information on hunter safety training is available for campers who wish to add it to their regular shooting program or who do not now have shooting and wish to add it. Write to the National Rifle Association, 1600 Rhode Island Avenue, N. W., Washington 6, D. C. Basic literature, instructor guides, training aids and instructor certification data are available. Complimentary copies of the *Hunter Safety Handbook* and *Instructor Guide* are available free of charge to camp directors.

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50 checkpoints for a safe waterfront program

By Edward J. Slezak
Director-Owner, Mich-A-Ke-Wa
Lodge, Cheboygan, Mich., and
Camping Instructor
Univ. of Michigan

ONE OF THE AREAS of most concern in camp administration and operation is the waterfront. Safety cannot be over-emphasized in this phase of camping. It is hoped that this list will be of help to camping people in promoting safety in and around the water; and in practicing the conservation of human lives.

Diving

21. Sufficient depth
22. Clear bottom
23. Non-skid boards
24. One diver at a time on board
25. Marked off area
26. Proper approach to board
27. No swimming under board
28. Qualified instructor
29. Protective suit
30. No night diving

Raft

1. Well anchored
2. Safe distance from shore
3. Non-skid surface
4. No pushing on raft
5. No swimming under raft
6. Avoid over-loading
7. Look before diving, jumping
8. No horse-play
9. Only good swimmers on raft
10. Life saving gear on raft

Swimming

31. Qualified guard
32. Marked off swim area
33. Buddy system
34. Rules posted
35. No swimming alone
36. No swimming too soon after meals
37. No swimming during storms
38. Keep animals off beach
39. No ducking
40. Long swims—use a boat and two people

Swimming Pier

11. No running
12. No fishing
13. Well constructed
14. Avoid boats in area
15. Wooden piers smooth, non-skid, no surface nails
16. Ample width. Narrow one should have rails
17. Ample ladders
18. Constant inspection
19. Do not clutter with objects
20. Mark water depth on piers

Small Craft

41. No standing in boats
42. Never over-load
43. Check for leaks
44. Stay with over-turned craft
45. Lights on boats at night
46. Life jackets
47. Anchors, extra oar in boats
48. Safety chain on outboard motors
49. Know marine laws
50. Avoid riding on decks

Prepare Your Own Counselor Selection Aids

By Drew Friedman
Camp Robin Hood

MANY YEARS ago a counselor applied to me for a job as a waterfront director. Underage, and undeterred by the facts that he had neither prior waterfront counseling experience, nor any more qualifications than a good deal of confidence in himself and a strong crawl stroke, he asked for a salary in excess of my own yearly income. I was very lucky, for this man provided me with many criteria by which to reject him: salary requirement, age, skill and experience.

Frequently, camp directors or others responsible for hiring staff are not so fortunate. If an applicant is personable, experienced, of age, well-skilled, well-recommended, and has modest salary requirements, we know that this person is an eligible coun-

selor about children?" "Do you love your father and mother?" "Why do you want to become a counselor?" "Do you respond well to authority?" or any other questions we can devise. The difficulty here is that we have to be trained psychologists to know how to interpret the answers, or what answer should lead to what new questions. As laymen we can only guess at the meanings, and we can never test our results except in the most superficial and unreliable ways.

Of the many more complicated systems to discover attitudes of potential counselors there is one, particularly, which gives useful though somewhat crude results and costs only a little time, patience and the price of a small printing job. To demonstrate the construction of such a simple in-

of them, four of which are:

1. Campers should be seen and not heard.
2. Campers cannot be trusted with responsibility.
3. Counselors should not question camp policy.
4. Campers should do some of their own program and activity planning.

We print these on a form and have them answered by all counselor applicants at the initial interview, before hiring. After the season we make a list of those 10 counselors we feel were best at whatever the instrument measured (happy relationship with campers, healthy reaction to authority, etc.) We also make a list of the 10 worst. Then we make a chart as is illustrated with this article.

Question #	10 Best Counselors		10 Worst Counselors	
	True	False	True	False
1	0	10	3	7
2	0	10	4	6
3	1	9	2	8
4	8	2	2	8

selor, if he can fulfill at least two additional requirements — have the attitudes necessary for a healthy and happy relationship with both children and authority, and the willingness and ability to perform the required responsibilities adequately.

We can estimate his willingness and ability to perform by his work references and his job background and experience. The chances of his expending enough energy for adequate performance are increased to the extent that he has performed well, reliably, and continuously for others. If the application provides this information, we need then to learn his attitudes.

There are many ways to discover attitudes. The simplest, perhaps, is to ask. We can ask, "How do you feel

about children?" "Do you love your father and mother?" "Why do you want to become a counselor?" "Do you respond well to authority?" or any other questions we can devise. The difficulty here is that we have to be trained psychologists to know how to interpret the answers, or what answer should lead to what new questions. As laymen we can only guess at the meanings, and we can never test our results except in the most superficial and unreliable ways.

Gather questions or statements from any available sources, make them up, or ask for contributions from friends. Use questions or statements which can be answered by True-False, Agree-Disagree, Yes-No, etc. Three or more degrees can also be used, such as Agree-Uncertain-Disagree, Always-Frequently-Sometimes-Never, etc. But the more degrees there are, the more complex the answers will be, and the more skill will be necessary to interpret or scale the answers.

Let's take an example. Suppose that we have decided to use True-False statements, and we have collected 100

From this chart, it is clear that True answers to the first and second statements may have reflected the attitude which hindered the inadequate counselors in their performance. On the other hand, in statements three and four both groups of counselors answered both ways, and therefore, though these statements may be useful for some other kind of instrument, for the purposes of this example they may be discarded.

We now can take all those statements for which a particular answer was given by the worst counselors that was not given by the best counselors. Check the answers of the entire staff to be sure that counselors who were good or adequate in terms of the statements involved did not answer the same way as some of the poorest members of the staff. Bear in

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ETHEL F. BEBB, Camp Editor

Redbook Magazine, McCall Corporation

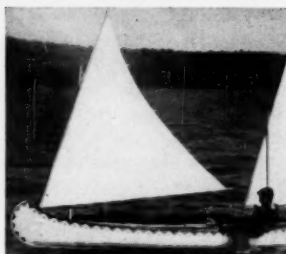
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Take the Old Town Lapstrake "20" pictured above, for example. Here's a big, roomy boat that can fill many spots in your camp program. Use her for cruising, fishing or waterskiing; for transporting campers or hauling supplies. She speeds to over 35 mph with 80-hp motors. Made of cedar lapstrake planking, she's strong and sturdy and easy to maintain. Old Town lapstrakes come in a variety of sizes and models to meet camp needs—the "14", "16", "18" and "20".

Send for your **FREE** copy of catalog describing Old Town lapstrakes, sailboats, canoes, dinghies, skiffs and complete boating accessories.



New thrills for campers with sturdy sails set above your Old Town canoes! Sailing rigs install in a jiffy, store away in craft between uses, fit any canoe. Lateen sails come in white and colors.

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mind that staff members can sometimes misread statements, answer statements on the wrong line, and otherwise write the "wrong" answer where a "wrong" attitude is not indicated.

Since these results cannot be depended upon because of the small size or biased composition of the group taking it, or because the pattern of answers may be a chance pattern for one or more ambiguous statements, we should use the form a second year with all new applicants and returning counselors. Then we can see if the same answering differences hold up the second year. At the same time, we can see how much agreement there is in the answers to the statements from one year to the next by the same counselors.

The statements in this example should have the following qualifications:

1. They should be answered essentially the same way each time the same counselors take it.

2. They should be answered in a particular way by only the counselors inadequate with respect to the attitude measured by the statement.

Now we are ready to revise the form. Take the few final statements which have been selected because they fulfill the qualifications, and give them to all new staff applicants. When an applicant gives the answers we have found to be given only by inadequate counselors, we can ask him further about his answer or answers to discover if there was a mistake on his part, a misinterpretation, or a genuine attitude reflecting an inadequate potential performance. Thus we might eliminate a number of poor performers from our camp situation.

By **reversing** the process—selecting statements answered a particular way by predominately good or excellent counselors, we might be able to help ourselves to select better personnel. The two sets of statements could be combined on a single form, or they could be used separately.

Of course, any results should be treated in the utmost confidence, and discussed only with the greatest discretion. It is not behavior, itself, that we are looking for, but only a reflection of a possible attitude. Be careful to treat the statements as no more than a possible indication of an attitude and not an actual reflection of a person. In the administration of this form, this caution will be manifested in the explanation to the applicant that this is a survey or inventory without right or wrong answers as such, rather than a test in the usual sense of the word.

Come to San Francisco—

ACA National Convention, March 2-5, Packed With Top Speakers, Tours, Group Discussions

"AFTER-CONVENTION" TOURS, combining professional visits to camps with sightseeing trips, have been planned by the Northern California Section for those delegates who can linger a while in the Far West after the convention sessions have been concluded.

Because of the mild winter climate of Northern California, many camps are open the year 'round for weekend conferences and retreats, school camping and other short-term camping events. Hence, on some of the tours, convention delegates may be able to see a school camp in action. Each of the touring parties is to have a guide, well-informed on camping and California lore.

One such tour party will leave the Mark Hopkins Hotel in a charter bus to travel down the San Francisco Peninsula to the Monterey Bay section. This group will follow the centuries-old "main street" of Coastal California, which is still called "El Camino Real" and was started as the footpath of Spanish padres traveling from mission to mission.

The present-day highway passes

through the fabulous "chateau-land" of the Gold Rush and Comstock Lode millionaires, which is the suburban area for San Francisco. Stanford University, with its world-famous chapel considered by many to be the most beautiful Protestant church in America, will be visited enroute. The bus party will cross over the Santa Cruz mountains to Monterey Bay to spend the night in the historic Monterey and Carmel area (see article in *Holiday Magazine*, December 1959.)

Many agency and private camps are located in the coastal mountains and around Monterey Bay. It is likely that members of the party will be able to see a school camp in action. At each camp visited, the director of the camp will be on hand to conduct a tour, answer questions and thus afford the visiting camp directors opportunities to gather ideas to take back and apply to their own camps.

Another tour party will cross the Golden Gate Bridge into the north-bay redwood country, stopping briefly at Muir Woods, a national monument. Many camps are located in the higher parts of the coastal valleys and

in the redwood country. The party will cross over the coastal mountains to the camps located in the mountains north of the San Pablo Bay and return through the beautiful Napa Valley to San Francisco.

Still another party is planned which will cross the Bay Bridge and the San Joaquin Valley to visit camps in the historic Gold Rush country. This party will also visit some camps that are close to the snow line on the Sierra Nevada mountains. The route will include a visit to Yosemite Valley and, snow permitting, the famous Wawona Big Trees.

Each trip will leave San Francisco shortly after the close of the convention, will include a one-night stop-over enroute, and will return to San Francisco. Arrangements are to include all expenses on the tour, meals and lodging. Full details will be sent to all members of ACA with the next Convention Announcement.

The Southern California Section, where the climate also permits all-year use of camps, is planning a tour of camps for those convention delegates whose return trip is routed



Above: Mark Hopkins Hotel



Right: Masonic Memorial Temple

through the Southwest. The Hawaii Section beckons those delegates who continue their trip westward from San Francisco to visit the 50th state and to explore the interesting camps on the Island of Oahu. Their tropical camping set-ups are most interesting and provide many "pearls of camping wisdom" to take back to apply to our own camps. An announcement of a Hawaiian tour party leaving San Francisco immediately after the convention was included in the November mailing to all ACA members.

In keeping with the trend toward strong regional organization within ACA, convention luncheons on Friday will be arranged so that delegates from each Region will join together for a brief luncheon meeting. Programs for these regional gatherings will be arranged by the regional chairman. Tickets for these luncheons are included in the "package registration" for the convention.

Many national youth and welfare organizations that conduct summer and winter camps as part of their year-round program have arranged conferences to be held in San Francisco immediately preceding the opening of the ACA convention. Private camps are meeting under the auspices of Stanley Michaels, ACA vice president for private camping. An announcement of their program is included in this issue of *CAMPING MAGAZINE*.

Other kindred groups that have definitely scheduled conferences in San Francisco include Big Brothers of America, Boy Scouts, Boys Clubs of America, Camp Fire Girls, Girl Scouts, Catholic Camps, Four H Clubs, Handicapped Children, Jewish Welfare Camps, Protestant Church Camps, Salvation Army, Settlement and Neighborhood Center Camps, YMCA and YWCA. The Kindred Group planning committee is chaired by Lois Young (Camp Fire Girls.)

Although San Francisco is a constant host to conventions, the famed city is giving special recognition to camping's golden anniversary by singling it out for the March floral display in Golden Gate Park. A huge garden of spring blooms will picture ACA's golden acorn emblem, and a welcome will be spelled out for camping delegates. A trip out to the Park will be included in the short sight-seeing trips being arranged.

In several instances, trips will be combined with "walk-out suppers" so that delegates can have full time to attend convention sessions, visit exhibits leisurely and yet enjoy some of the many interesting places in San Francisco. Mrs. Zella Davis (Girl Scouts,) hospitality chairman, and



San Francisco — City of trees, hills, breathtaking views.

Mrs. Ruth Tamblin (Girl Scouts,) tours chairman, are working cooperatively to plan some of the walk-out suppers to terminate at famed dining spots, such as the Cliff House or at one of the world-famous restaurants with foreign cuisine. A boat tour of San Francisco Bay and a picnic box lunch aboard is another of the short trips being arranged. One group has planned a genuine Hawaiian luau, complete with roast pig, tropical fruit, and dancers. There is no end of interesting and "different" events planned.

One sad note in the convention planning is the untimely death of Dr. Tully Knoles who had accepted the

invitation to speak at the general session on Friday. One of the most revered educators of the Far West, Dr. Knoles' career has been marked by many adventures into new educational areas sponsored by the College of the Pacific, of which he was president and chancellor for more than a quarter of a century. The convention committee had looked forward with great pride to his appearance on the convention program.

Look over your budgets again—you *know* that the Golden Anniversary convention is a *must* for 1960. For further information about registration, etc., write Box 5050, San Francisco.

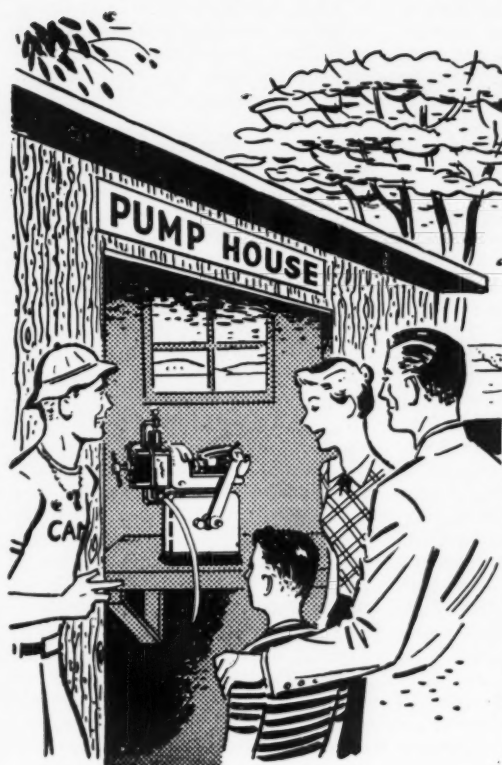
Special Events Being Planned For Private Camp Directors

WITH THE FEELING that the private camp directors who attend the national convention in San Francisco in March should have something "extra special," a large committee of California private camp directors is enthusiastically working to give them just that. Plans include fun and fellowship, challenging speakers and opportunities to meet in small interest sessions and "after taps" sessions to discuss pertinent problems of interest to each and every camp director.

The committee is urging all private camp directors to register as quickly as possible, making the Mark Hopkins their headquarters with second

and third choices the Fairmont and the Huntington Hotels, all located on Nob Hill. It is only fair to say that these hotels are the most expensive, and there are other good hotels at more moderate rates not too far away.

The chairman of the hospitality committee, Mrs. Grace Parsons Douglas and her committee say that friendliness and hospitality are the keywords. The committee has planned a suite of rooms at the Mark Hopkins, which will be used as hospitality headquarters for all private camp people. There will be a receptionist here at all times to answer questions,



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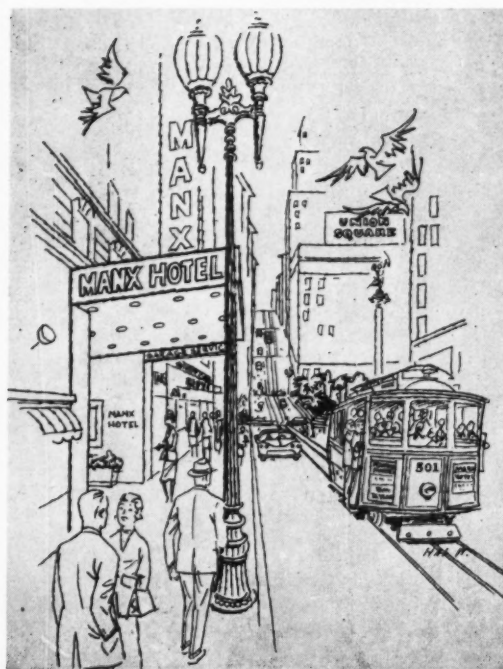
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WHEN YOU COME TO SAN FRANCISCO-- COME TO THE *HOTEL MANX*



"THE CITY AT YOUR FINGERTIPS"

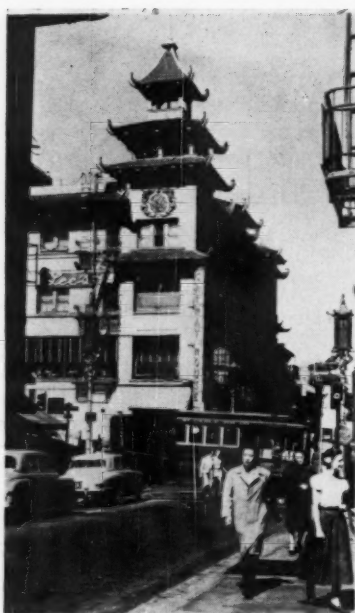
OPPOSITE BEAUTIFUL UNION SQUARE

- One of the official American Camping Association convention hotels
- Seven story brick fireproof building
- 300 efficiently serviced, well maintained guest rooms
- Continental type breakfast at nominal cost served in your room
- Rapid garage service from our entrance
- And . . . surrounded by all of San Francisco's attractions
- Prices still a thrifty low . . . single with bath from \$7—double with bath from \$9—twin with bath from \$10

HOTEL MANX

UNION SQUARE

SAN FRANCISCO



San Francisco's Chinatown

take messages and receive guests.

Here also will be a bulletin board where information concerning sight-seeing, restaurants, shopping, etc. will be posted. Mr. and Mrs. Grover Gates, who are in charge of arrangements in the room, have asked each camp director to send in or bring along a copy of his camp brochure which will be put on display.

Tuesday, March 1, is the last day that all private camp directors should arrive in San Francisco, because Tuesday at 7:00 is the time set for the private camp opening dinner and meeting. As soon as the registration for a private camp director is received, he or she will immediately be included in a small group with a California host or hostess eagerly waiting to welcome and escort the group to dinner. Mr. and Mrs. Ed Tangen and their committee in charge of dinners and lunches feel that since San Francisco is a cosmopolitan city, our private camp gatherings should reflect this.

The opening meeting and dinner is to be held in Chinatown, where the largest community of Chinese outside China resides in a small area just minutes from Nob Hill, site of convention headquarters. After a typical Chinese dinner and a challenging opening speaker, there will be an opportunity to explore fascinating Chinatown and to meet at the Mark Hopkins in the hospitality room.

Wednesday will be a full day, commencing with interest group meetings which will be held the entire morning. At noon, outside the doors of the

Mark Hopkins, buses will be waiting to transport the group to another "must" in San Francisco, the very popular Fisherman's Wharf with its picturesque old-world charm. During the luncheon meeting, private camp directors will be privileged to hear Dr. Thompson Webb, founder of Webb School of California, one of the finest private schools for boys. It is a promise that the group will long remember the message that he has to bring.

After exploring Fisherman's Wharf, the waiting buses, filled with delegates, will follow along an enormous stretch of the noble Pacific's shoreline not too far from the heart of town. Such sights as the Bay Bridge, Alcatraz, the famed Cliff House, Seal Rocks where sea lions by the hundreds disport themselves, the Presidio, Golden Gate Bridge, Golden Gate Park, largest man-made park in the world and one of San Francisco's most famous show places, will be seen. Then back through another area of San Francisco to the Mark Hopkins in time to relax before the opening of the main convention.

This will indeed be a whirlwind of never-to-be-forgotten experiences, not to mention the friendships, inspiration, and the knowledge that all should

Richards and her committee in charge to private camp people. Mrs. Susan gain from the meetings geared just of the program are making every effort to challenge the thinking of each person.

The grand climax will be the farewell dinner Friday evening when the private camp gatherings will officially be over for another two years. What better way is there to say aloha than at a luau which will be held in famous North Beach? The luau will be preceded by a social hour, and when dinner is served, it will be in a south-sea-island atmosphere. As if this will not be enough to entice everyone, the group is to be honored by a closing address from our own Fred Rogers!

Mrs. Marion Caldwell, general chairman, and her assistants, Mrs. Ruth Howe and Mrs. Leona Manildi, say that since it is most important that reservations for dining, special buses, etc. must be made far in advance, each and every private camp director will receive in the mail in January a card for reservations. The committee urges that each person return this immediately with definite reservations so that he or she, too, may be included in these fabulous plans.

ROUND TRIP RAILROAD FARES* TO SAN FRANCISCO

San Francisco and Return	Coach	Pullman (Fare only)
New York	\$167.95	\$252.10
Jacksonville, Fla.	129.30	173.55
Minneapolis	99.40	136.05
Chicago	104.40	139.45
St. Louis	99.10	131.95
Dallas	87.55	116.95
Charlotte, N. C.	134.20	186.50
Denver	70.20	88.95
Seattle	49.65	69.45

ROUND TRIP AIRPLANE FARES* TO SAN FRANCISCO

San Francisco and Return	Tourist	First Class
New York	\$211.00	\$332.50
Jacksonville, Fla.	253.70	326.40
Minneapolis	165.80	240.70
Chicago	162.60	240.70
St. Louis	174.60	227.80
Dallas	143.90	205.70
Charlotte, N. C.	249.30	304.30
Denver	99.70	137.50
Seattle	70.60	92.50

Family Plan airplane fares apply on First Class certain days of week—Consult your travel agent.

*Fares listed DO NOT include 10% tax.

Items of Interest to ACA Members

White House Youth Conference

The National Committee has completed its assignment of planning for the Golden Anniversary White House Conference on Children and Youth to be held in Washington March 27 to April 2.

At the recent ACA Board meeting, a donation toward the expense of the Conference was voted.

Well before the Conference, each delegate will receive a copy of the program so that he may become familiar with the subject matter to be covered.

The program will make a two-pronged attack on the problems and needs of young people. The first approach is from the view of outside influences on the young person. This phase is termed "The World around the Young." The second is called "The Young in the World." This phase surveys the needs and problems of youth from a personal and individual standpoint and presents conflicts and handicaps of youth with an inside emphasis.

National Wildlands News

Our national parks, monuments and wildlife refuges are being championed by a monthly newspaper, National Wildlands News. The first issue went out to subscribers December 1. The paper's intent is to build an informed public to defend our national sanctuaries and preserve them for the uses for which they have been established. For more information write to National Wildlands News, 2607 Connecticut Ave., Washington 8, D. C.

Journalism Conference Plans

The Third Annual Journalism Conference, sponsored by Mrs. Zak Zarakov, will take place at Camp Zakelo, Harrison, Maine, July 18, 1960. The purpose of the one-day meeting is to foster a greater interest in camper-produced newspapers and magazines. Mrs. Zarakov, associate director of Camp Zakelo, urges camp leaders to save the date and to send sample copies of camper publications to her at 393 Clinton Rd., Brookline 46, Mass.

Sections Report Conferences, Elections

Region I

New England Section is anticipating its Annual Convention Feb. 5-6, at Hotel Statler-Hilton, Boston, Mass. Combined with the convention will be commercial exhibits. Because of the Section's very successful Fall Conference in November, highlighted by Rev. Mark Strickland's address on "The Role of Camping in Today's World," members are looking forward to an even bigger and better meeting in February.

Region II

New Jersey Section devoted its December meeting to the study of camp standards. Sidney Geal, ACA National Standards Chairman, helped members evaluate their standards and gave insight into the country-wide situation.

New Jersey Section has voted to offer service affiliations to any member of another ACA Section who wishes to keep informed on camping in New Jersey by receiving notices of N. J. Section meetings and having

the privilege of attending. Fee for the service will be \$3 yearly.

Region IV

Southeastern Section officers pictured below are: Front row, left to



right, Dr. Taylor Dodson of Future Farmers of America, treasurer; Herman Popkin, Blue Star Camps, Hendersonville, N. C., president; Ellen

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BASEBALL CAPS

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Send us your camp design, indicating the color you'd like, and we'll be happy to make you a free T-Shirt sample.

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Jervey, Camp Rockbrook, Brevard, N. C., retiring president; Mrs. Wyatt Taylor, Camp Sea Gull, Arapahoe, N. C., secretary; J. O. Bell, Jr., Camp Arrowhead, Tuxedo, N. C., vice president.

Back row: William Waggoner, Camp Windy Wood, Tuxedo, N. C., executive secretary; Wyatt Taylor, Camp Sea Gull, Arapahoe, N. C., vice president.

Tennessee Valley Section, host of the 1961 Region IV Convention to be held at the Mountainview Hotel, Gatlinburg, Tenn., March 22-25, has chosen Polly Fessy of Nashville as program chairman of the convention. Other chairmen include: Jonas Coverdale, treasurer; Myrtle Jones, registration; Skipper Lepich, publicity; Mary K. Scarborough, exhibits; Judy Nickerson, arrangements.

Region V

Chicago Section's January meeting will concentrate on the business end of running a camp. Topics to be discussed include business management, bookkeeping, tax records, quarterly reports, inventories, and maintenance.

Wisconsin Section invited a representative of the U. S. Department of Internal Revenue to speak to a recent meeting. He discussed withholding taxes, social security and unemployment compensation for camp staff.

Region VI

An interesting meeting held by Colorado Section featured a panel discussion on "Medical Procedures in Camp." A physician, a registered nurse and a camp director made up the panel. The importance of permanent health records was emphasized because of possible future claims, related to injuries, against health insurance. It was suggested that camp physician, camp director and doctors on the camp's board of directors should confer on standing orders to guide the camp nurse, on planning the year's health program and on evaluating the camp schedule for health protection.

Texas Section reports that Dr. Evelyn K. Dillon, chairman of education and studies, has made a survey of camping research going on in Texas colleges. One of the studies now in progress is by Joyce M. Lawson of Texas Woman's University on staff remuneration practices and policies. Another T.W.U. student is collecting data on camp staff manuals in the U. S., and a third has studied the responsibilities and privileges of counselors in all types of camps.

ACA Family Camping Service Proposed

By **Gunnar A. Peterson**
Vice-president, ACA

For a number of years, and especially in the last decade, there has been a tremendous upsurge of interest in camping by families. The American Camping Association has developed and adopted (July, 1958) Standards for Family Camping—geared to the organized camp that serves families.

While this effort has met a particular need, requests for service from a much broader constituency are becoming increasingly demanding. Parks and public facilities report overcrowding, governmental agencies are concerned with their inability to meet demands for sites and organizations and individuals are asking for guidance and help — to go camping!

Better Camping for All is ACA's motto. The Association has followed through on providing service to professional camp leaders, working on standards, improvements of services to the camp constituency. Over the years some consideration has been given to families camping informally on their own but no ideas had jelled.

During this past year the Board has been considering an expansion and extension of ACA work through a Family Camping Service. A proposal written by Reynold Carlson has been studied by an official ACA Committee under the chairmanship of George Wilson.

Reviews and revisions of the original proposal have been made and a report was given at the Fall 1959 Board Meeting and Section Presidents' Conference. The Board voted to have the Committee continue its work, prepare materials for distribution and discussion at Section meetings and place the Family Camping Service proposal on the agenda at the San Francisco Convention. A two page summary of the proposal was mailed to all members with the December 31st, 1959 ACA Newsletter.

The proposal suggests the organization of a Family Camping Division, functioning separately from the current Organized Camping Division. It would be financed for an initial three year period by its membership income and by a foundation or similar grant after which time it should be self-supporting. In addition it should be

able to make some contribution to the overall ACA budget. The Division would have its own staff, operating under the supervision of the ACA Executive Director and would pay a pro-rata share for headquarters' expense and maintenance. A Family Camping Division Committee would be appointed by the ACA President and its chairman would serve on the National Board.

Its program would develop such things as 1) current directories on camping facilities, 2) bulletins, magazines, annuals, 3) clinics and institutes for camp training, 4) legislative endeavors, 5) Standards. In communities, families may wish to organize local camping clubs or associations with regular meetings, activities, camping experiences, newsletters, public education among their functions.

Some ACA sections are assisting the promotion of local family camping by conducting workshops and clinics on campcraft equipment and related topics. They have noted the increased interest in and knowledge of organized camping, have had another chance to interpret standards and feel a closeness to the camping family. ACA has the status, prestige and resources to do a good coordinating job for the thousands of families who are seeking help and looking for guidance. Unless ACA considers this type of service, other groups and individuals who are less adequately qualified, prepared and motivated may establish an organization to serve campers. A number of national organizations (National Recreation Association, American Recreation Society, U. S. Park Service, U. S. Forest Service and others) have expressed real interest in ACA's taking leadership in this field.

To finance the Family Camping Division for the first three years, the committee has developed a budget indicating \$34,825 would be needed from outside sources. After three years, it is expected that the Division would be self-supporting.

Sections are urged to discuss the proposal locally and to have representatives attend presentations to the Board and Council of Delegates at San Francisco in conjunction with the 1960 National ACA Convention.

EQUIPMENT • SERVICES •

Camp directors can see the whole month's activities program at one time with Program Aids Co.'s Scheduling Kits. The kits are surfaced with "Eraso" finish which is guaranteed reusable over 300 times. Write the company at 550 5th Ave., New York 36, for its catalog.

A new catalog describes Fulton Cotton Mills' line of tents and tarpaulins. In addition to their standard items, Fulton manufactures camp tents to individual specifications. Write Fulton Cotton Mills, Canvas Division, PO Box 1726, Atlanta 1, Ga., for your copy.

The "Flite Fish," a sailboat that cannot sink or swamp, weighs less than 40 lbs. complete. The manufacturer includes a free "Learning to Sail" manual. More information available from Roy M. Bloom, Inc., 274 Madison Ave., New York 16.

Alcoa Wrap is now available in the "Sportsman Pak." Foil is wrapped flat on cardboard and thus takes up less pack space. Suggested uses for campers are: making ovens and utensils, lining sleeping bags for warmth and dryness, and for foil cooking. For more information write Aluminum Co. of America, 791 Alcoa Bldg., Pittsburgh 19.

National Rifle Assn., 1600 Rhode Island Ave., N.W., Washington 6, D. C., has available a variety of booklets and manuals on design and construction of indoor and outdoor rifle ranges. If your camp is interested in adding or expanding this sport, write the association for information.

Grumman Boats, Inc., Marathon, N. Y., announces a new line of G C Plastic boats to supplement its familiar line of aluminum boats and canoes. Complete information is available from the company.

Ocean Pool Supply Co., Inc., 155 W. 23rd St., New York 11, offers a free catalog of waterfront equipment and supplies. Write for it on your camp stationery.

Buehler Turbocraft has applied the jet principle to power boats, resulting in a fast, maneuverable craft without propeller, rudder or other appendages

CAMPING MAGAZINE

BRADLEY
multi-person showers
FIVE SHOWERS IN ONE UNIT

Boy Scout Camp
Tri Valley Council
Mishawaka, Ind.

After the many healthful camping activities, there is nothing like a cleansing shower bath.

Many camp managers have provided ample shower facilities at low cost—Bradley Multi-Person Shower Columns as shown above. One Column has 5 shower heads—



Typical Girls Camp Shower Installation

but requires one set of piping connections. Yet each bather has individual control of water volume and temperature. Soap dispensers are also

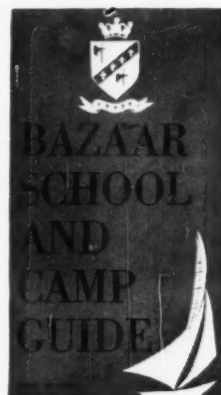
available. For Girls Camps, the same Shower Column is supplied with 5 stall-separating partitions and with curtains for greater privacy if desired.

Besides Shower facilities the Tri Valley Camp has a 54-inch Bradley circular Washfountain which accommodates 8 to 10 simultaneously, and provides foot control of water supply in place of faucets.

To insure top sanitary wash and shower facilities—install Bradleys. All models are illustrated in Bulletin H-1322—copy mailed on request.

BRADLEY WASHFOUNTAIN Company, 2263 West Michigan Street, Milwaukee 1, Wisconsin.

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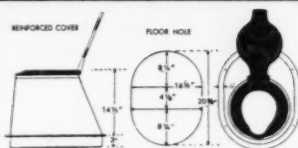


Model 2197 Complete Unit



Model 2325 Complete Unit

Basic dimensions of Wickland
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Address replies to classified ads as follows: Box No. _____, Camping Magazine, 120 W. 7th Street, Plainfield, New Jersey.

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COUNSELORS: Brother-Sister camp in Berkshires (Mass.). Established 1921. Near Tanglewood. Staff openings for experienced men and women in all program areas. Teachers, graduate students, upper classmen, and working couples considered. Invite letters with full details. Raymond Golden, Dir., 34 Richbell Road, White Plains, N. Y. abc

WISCONSIN GIRLS' CAMP has openings for counselors 20 years or older, one year college. Counselors engaged for ability to live happily with campers as camp counselors. Following program skills important but secondary: canoeing, sailing, tripping, swimming, riding, tennis, crafts, land-sports, dance, music, dramatics. Write to: Miss Rosalie Giffhorn, 1979 South St., Lincoln 2, Nebr. abc

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COUNSELORS: Men, Women, teachers preferred. Pioneering, Nature, Music, Ceramics. R. N. General. Small non-competitive camp, children ages 3-12. Write Jug Hill, Staatsburg, N. Y. abcd

COED, WELL-ESTABLISHED CAMP in Wisconsin needs three mature, over 25, girl counselors, waterfront or athletics. Married couples considered. Write Box 710. ab

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Continued on page 68

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COUNSELORS: Positions available for general counselors at boys' camp and for men with specialties in tennis, boxing, wrestling, nature and sailing. College sophomore or older. Write: A. G. Hare, Jr., 113 Anton Rd., Wynnewood, Pa. lab

CAMP SOMERSET FOR GIRLS in Maine has openings on staff for swimming instructors (WSI), synchronized swimming instructor, athletics, tennis, tripping, canoeing, sailing, archery, golf, water skiing, riding, dramatics, riflery, crafts, music (piano), general, camp secretary, registered nurse. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$300 to \$575 depending upon experience, plus transportation and clothing allowance, etc. 150 campers, 60 staff. Write: Allen Cramer, 300 Central Park West, New York 24, N.Y. labcd

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CAMP DIRECTOR or ASSISTANT, full time with private or public agency. Male, fifteen years experience in Camping and Outdoor Education field. Write Box 720. a

ADMINISTRATIVE ASSISTANT. Business-camp experience. Six years fine Eastern girls' camp. Seeking position 100 miles NYC. Have 10 and 5 year old daughters. Mrs. E. Bradfield, 444 East 20th St., NYC 9. a

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ASSISTANT DIRECTOR or Head Counselor. Woman, P.E. teacher. Twenty years top camp experience. Long term possibilities. Write Box 703. a

CAMP DIRECTOR or HEAD COUNSELOR. Mature, experienced in administration and program development. Teacher, female, New England area. Long term possibilities. Write Box 724. ab

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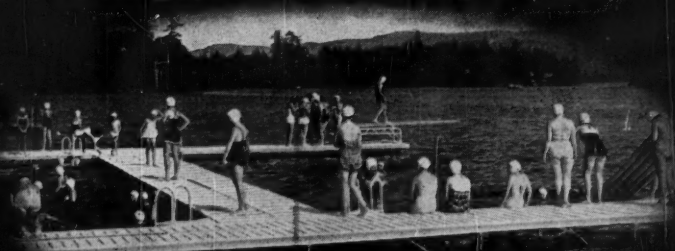
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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities—seized and missed—of this wonderful thing called camping.

Character Building—The Light of Camping

By Fred V. Rogers
President, ACA

RECENT Congressional investigations have caused us to be disillusioned with many individuals we have tended to admire and respect. We have also been concerned about the future effects of this disillusionment on our youth. And, looking at the investigations in a broader sense, we wonder if they are symptomatic of moral decay, a weakening of the fibers and principles which are the heritage of our country. Do we recognize an implied indictment of those of us who profess to be leaders of youth?

Albert Schweitzer once said, "The most important years in life are those between nine and fourteen. This is the time to plant the seeds of knowledge and character—afterward, it is too late. This is the time to acquaint the young with the great spiritual values of mankind." A man by the name of Edwards wrote, "If you would have your child be something in the world, teach him to depend upon himself. Let him learn that it is by close and strenuous personal application he must rise—that he must, in short, make himself and be architect of his future."

As a nation we have built more churches whose pulpits preach a better way of life—yet there is more godlessness. We have more luxury—yet less concern for the unfortunate. We have more need for good leadership—yet are building a society of conformists. We have more freedom—yet greater bondage. We have more laws and enforcement personnel, but much more crime. We have more psychologists and psychology—yet more mentally disturbed. Some say we have more and better equipped schools, but less learning and education. We know we have many more children's camps, but are there more visionary, character-building programs within them?

We used to talk of youth as the happy, carefree age—years devoted to happiness and contentment. Now we talk in harsh words; i.e., delinquents, undisciplined, rude, problems, unappreciative, indifferent, etc. An elementary school substitute teacher in a wealthy suburb told me that one of every three of his students is taking tranquilizers and/or is in care of a psychiatrist! Perhaps in our desire to be more democratic, create mental giants,

and in our eagerness to please, we have "watered down" the important values which build strong character and responsible citizenship.

It is by character that we are judged. Character is the distinguishing mark, signifying what our training, habits and thoughts have made us. Mind without heart, intelligence without conduct, cleverness without goodness—all have dangerous flaws. We have made great strides in scientific and technological studies. It is time to raise our moral strength up to the level of intellectual enlightenment and find ways and means for keeping it here.

Character, as Goethe says, grows only in the stream of the world. Hence, a weakening of the character of a society is a reflection on society itself. Apparently in our haste for material achievement, we have failed to help youth, by example and precept, to discover principles and a good set of values. It is time we declare on what and where we stand!

We, in camping, need to reaffirm that one of our major objectives is to build good character. The opportunity to make decisions, to help plan, to live comfortably in the camping community, to appreciate simplicity, to recognize the worth of personality, to establish a relationship with God, to know the heritage that makes it a privilege to be an American, to discipline one's self, to experiment and learn by doing are the tent pegs of good camp program. They establish an atmosphere for building good character. Such opportunities are particularly unique to the camping community.

We cannot build character by storing our abilities and virtues within ourselves. Staying with the job—searching for better ways of accomplishing it, creating the situation and leadership to cause its growth is our challenge today. A bold and strong approach, dedicated to the principle of influencing for strong character among the youth we serve, can be our answer to the materialism sweeping through our society today.

Abraham Lincoln said, "I am not bound to succeed, but I am bound to live up to what light I have." The light of camping should be strong character.



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